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The Modern Language Journal

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The Modern Language Journal

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TWO charming stories in which humor and pathos are mingled "Boum-Boum" by Jules Claretie, and a story of feudal times, "Berthe au Grand Pied," are used in this textbook as a basis for the necessary grammar work. The best features of the direct method are employed; there is ample drill material and a workable presentation of pronunciation. In the exercises, stress is laid on the *use* of French.

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A BIBLIOGRAPHY OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1925

MODERN language teachers are awaiting the results of the Modern Foreign Language Study, whose general lines of work have been forecasted in announcements and publications of various kinds. Meanwhile, linguistic methodology in America was never in greater ferment. The year 1925 was marked, not by calm expectancy, but by unusual activity. The most striking characteristics of this activity are the extension of educational tests and measurements, the coöperation between experts in departments of education and language teachers, and the tendency toward organized coöperative research on a large scale.

For years laymen have watched the appearance of a bulky literature on educational measurements, wondering sometimes whether it was true that cultural entities could be successfully measured. In their own way language teachers have been formulating intelligence and achievement tests, which seem to become more practical every year. Interesting are the experiments in exploratory units conducted in Los Angeles, which recall the general language course carried on for several years in the Detroit school system. Dean Henmon tells us that the quantitative method has come to stay. This means that we must learn to test objectively and scientifically, using the instruments of modern research.

Evidence of coöperation between educational and linguistic experts is furnished in the studies of Messrs. Bond, Bovée, Holzinger, and Morrison, who demonstrate the possibilities of scientific non-partisan measurement of pedagogical values in language teaching. Dean Henmon, in the *Modern Language Bulletin*, and Professor Babbitt, in *How to Make a Curriculum*, indicate profit to be gained from precise, unimpassioned inquiries.

The *Study* itself is the best illustration of the organized research that often replaces or supplements isolated individual research. Coöperative efforts like the *Study* are necessary to secure and work over the vast amount of essential material, and in this great enterprise language teachers are following the trend of the times.

Some tendencies of recent years are continued in 1925, e.g., discussion of nice points of syntax and of an international auxiliary language. There are also some outstanding original contributions, such as Dr. Hagboldt's pamphlets on *How to Study* and Professor Seybolt's investigations of language teaching in Colonial America.

This year an attempt has been made to increase the efficiency of that part of the bibliography that deals with *Books and Pamphlets*. It is obvious that a complete survey of books is practically impossible, and that, owing to book review conditions, some books published before 1925 must appear in this bibliography. It is hoped, however, that the extension of references to books will put teachers into more immediate touch with what specialists in education are doing.

B. Q. MORGAN
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MODERN LANGUAGE JOURNAL

- BOND, OTTO F.: "The Organization and Use of a Departmental Reading Collection in the Modern Languages." IX: 483-488. An account of an actual experiment, tending to the encouragement of extensive reading on the part of students, with excellent results. (Compare article by Hagboldt cited below.)
- BOVÉE, ARTHUR G.: "A Suggested Score Card for Attainment in Pronunciation." X: 15-20. A suggested test for syllable, group and sentence reading.
- BROOM, CHRISTINE: "Cross-Word Puzzles for Spanish Classes." IX: 431-436. Helpful for vocabulary building; samples given.
- BUSH, S. H.: "The Dry Bones of Language Teaching." X: 129-138. "I agree with our present foes, the pure educationalists, that our classes are under the prime necessity of seizing hold of the interest of our students." The writer gives numerous detailed suggestions to this end.
- CARTWRIGHT, C. W.: "A Study of the Vocabularies of Eleven Spanish Grammars and Fifteen Spanish Reading Texts." X: 1-14. A classification, according to frequency, of the 1684 commonest words.
- CHURCHMAN, PHILIP H.: "Courses for Beginners." IX: 207-225. Special reference to French. Reading is primary aim, next understanding, next composition and oral drill. Program: (1) preliminary sound training; (2) visual-recognition state of 4 to 6 weeks; (3) aural stage overlapping (2); (4) constructive review with oral and written exercises, overlapping (3).

- COLEMAN, ALGERNON: "American Students and French Universities." IX: 413-422. Description of conditions for study.
- COLEMAN, ALGERNON: "What the Modern Language Teacher must do for the Modern Foreign Language Study." X: 65-73. Suggestions as to ways in which teachers can help to make our teaching more effective.
- DECKER, W. C.: "Oral and Aural Tests as Integral Parts of the Regents' Examination." IX: 369-371. A vigorous plea for the inclusion of an aural test.
- DE SALVO, ALFONSO: "A Few Words of Warning and Exhortation." IX: 265-278. "What we teachers of languages need today is a stronger professional consciousness and greater eagerness to study our problems and gain inspiration for further achievements." A true "humanist" exhorts us to prepare for battle with the vocationalists.
- FITZ-GERALD, J. D.: "Modern Foreign Languages: Their Importance to American Citizens." IX: 397-412. "For all these reasons, commercial, pedagogical, scientific and scholarly, and especially cultural . . . (we should) see the importance of being equipped for world citizenship by . . . a mastery of French, and German, and Spanish."
- GOGGIO, EMILIO: "Literature and Translation in Modern Language Courses." X: 171-174. A thoughtful discussion of the value of translation, particularly with regard to literary courses. The writer fears it is being overdone.
- HAGBOLDT, PETER: "Experimenting with First Year College German." IX: 293-305. Description of an experiment with "extensive reading" and its extraordinary results.
- HAGBOLDT, PETER: "An Experiment on Reading Known Material in Beginners' Classes." IX: 345-352. Beginners who read known material in the foreign language acquire greater speed in reading unknown material, also greater accuracy. An interesting experiment with a small group of students.
- HANDSCHIN, C. H.: "Values and Kinds of Examinations." IX: 289-291. Terse and pithy comments in outline form.
- HESS, JOHN A.: "Two Problems in French Syntax." IX: 279-288. 1. A first or second person or reflexive pronoun object not only may, but must immediately precede an infinitive depending upon *faire, laisser*, etc. 2. The past anterior is replaced in conversation by a phrase, by the past indefinite, or, to stress completion, by the double compound pluperfect.
- HOBLET, ORPHA BENNETT: "To the Right-About." X: 31-37. An article which discusses as a desideratum that which Hagboldt and Bond have done experimentally at the University of Chicago Junior College. (See their articles above.)
- HOSKINS, J. PRESTON: "Statistical Survey of the Effect of the World War on Modern Language Enrollments in the Secondary Schools of the United States." X: 87-107. Comparative figures on pre-war and post-war conditions of great interest and value.
- HURLBURT, ALBERT F.: "Advanced French Conversation." X: 109-115. Develop an informal atmosphere; assign conversation topics to students who are to be hosts or hostesses for meetings; use no textbook.
- KUENY, F. J.: "'Naquit-il' ou 'Est-il né?'" IX: 437-438. It is not true that *il naquit* is used for the dead, and *il est né* for the living.

- KUENY, F. J.: "Si les grenouilles étaient aussi grosses que des bœufs, ou les bœufs." IX: 245-247. Such variations correspond to minute differences, governed chiefly by habits and customs.
- KUENY, F. J.: "Comme on d'appétit." X: 139-149. Discussion, with many examples, of words used quantitatively.
- KUNZE, EMMA GERTRUDE: "The Value of the Presentation of Plays in Modern Language Work." IX: 363-368. Valuable for pronunciation and interest; short passages may be dramatized by students.
- LEMPER, LOUIS H.: "Objective Versus Subjective Tests in Modern Languages." X: 175-177. "An experiment to determine the relative validity of objective and subjective or essay type tests. . . ." The writer declines to draw any conclusions, the number of students involved being too small.
- MORGAN, B. Q.: "The Chicago M. L. T. Adopts a German Vocabulary." IX: 423-430. A list of 1195 words suitable for mastery by the high school pupil at the end of his second year. A step towards the standardization of the elementary language course.
- MORGAN, B. Q. and VAN HORNE, JOHN: "A Bibliography of Modern Language Methodology in America for 1924." IX: 495-501.
- PATTERSON, SOPHIA HUBMAN: "The Technique of the Reading Lesson in Modern Languages." X: 151-157. An experienced teacher analyzes her own procedure and gives helpful suggestions of varied character.
- ROEHM, A. J.: "The National Bureau of Educational Correspondence." X: 39-41. A brief summary of its activities, and an earnest appeal to teachers to interest their pupils in the fascinating field of foreign correspondence.
- RUSSELL, G. OSCAR: "Silent Reading." IX: 459-468. Describes picture supplement idea applied to Spanish, with examples and bibliography.
- SHEPHERD, WILLIAM R.: "The Spanish Heritage in America." X: 75-85. A comprehensive summary of historical, legal, linguistic, literary, artistic, and other elements.
- SPAULDING, R. K.: "Conocer que." IX: 373-374. *Conocer* is sometimes followed by a *que* clause.
- SPAULDING, R. K.: "The Mood with antes (de) que." X: 159-163. "The writer believes that in writers of standard Spanish of the nineteenth and twentieth centuries, if not earlier, the verb introduced by *antes (de) que* is always in the subjunctive."
- VAN HORNE, JOHN and MORGAN, B. Q.: "A Bibliography of Modern Language Methodology in America for 1924." IX: 495-501.
- WADEPUHL, WALTER: "Advanced Modern Language Teaching in the Chicago Public High Schools." IX: 307-311. Evidence of an unfortunate extension of the "combined section" in the Chicago schools, which is bound to have an injurious effect upon our subject.
- WADEPUHL, WALTER: "Elementary German in the Colleges." IX: 469-481. "This study has attempted to point out the inconsistencies in all phases of elementary instruction throughout the country . . . For the success of future elementary German instruction some norm ought to be established and followed."

- WILLIAMS, EDWIN B.: "The Teaching of Scientific French, German, and Spanish in the Engineering Schools of the United States." IX: 237-244. Results of a questionnaire summarized and interpreted. The writer evidently believes in the efficacy of such courses.

HISPANIA

- BARLOW, W. M.: "Our Association—A Few Remarks." VIII: 117-122. "... the Spanish movement has gone forward . . . based on a popular demand and a national need."
- BEARDSLEY, W. A.: "The Psychology of the Spanish Subjunctive." VIII: 98-108. "... Indefinite futurity is the prevailing element in a majority of subjunctive types. . . ."
- COESTER, ALFRED: "México or Méjico?" VIII: 109-116. México officially preferred.
- CRAWFORD, J. P. W.: "Progress of the Modern Foreign Language Study." VIII: 184-189. Discusses divisions of work—statistics, objectives, supplementary studies, training of teachers, recommendations.
- DALE, GEORGE IRVING: "The Imperfect Subjunctive." VIII: 127-129. Three numbers of *Inter-America* show an immense preponderance of the *-ra* over the *-se* form.
- DOYLE, HENRY GRATTAN: "Spanish for Cultural Reasons." VIII: 22-28. Defends humanism as most important element in Spanish teaching.
- FRANKLE, JULIA C.: "Making First Years Function." VIII: 290-294. Some original devices which make Spanish real.
- HERMAN, ERNEST F.: "Aims and Ideals of the Teacher of Spanish." VIII: 247-257. A plea for sympathetic cultural appreciation.
- HINKLE, L. E.: "Some Things We Owe to Spain." VIII: 15-21. A record of Spanish accomplishments.
- JOHNSTON, OLIVER M.: "The Inspiring Teacher," VIII: 190-191. Knowledge, culture, originality, humanity.
- KNAPP-JONES, WILLIS: "Methods and Their Madness." VIII: 258-263. Advantages and disadvantages of direct and translation methods.
- LEONARD, IRVING A.: "The Organization of the Spanish Verb." VIII: 29-36. A chart furnishes a bird's eye view of the verb.
- LEMON, FRANCIS B.: "The Relative Frequency of the Subjunctive Forms in *-se* and *-ra*." VIII: 300-302. Challenges with statistics conventional statements that *-se* form is dislodging *-ra* form in Spain.
- MARTIN, H. M.: "Some Constructions Which Trouble First and Second Year Students in Translating Spanish." VIII: 173-177. A list and discussion of common difficulties in syntax.
- NYKL, ALOIS RICHARD: "Summer School of the Universidad Nacional de México." VIII: 52-55. An account of the session of 1924.
- PHILLIPS, WALTER T.: "Spanish as a Foundation for the Study of Latin." VIII: 178-183. Spanish before Latin is the natural pedagogical procedure.

- PITCHER, STEPHEN L.: "An Inquiry into the Commercial Value Claimed for the Study of Spanish." VIII: 264-268. Results of a questionnaire sent to prominent business men: (1) Spanish valuable; (2) there are business openings; (3) speaking, reading, writing (especially speaking) important; (4) more attention to conversation desirable in schools.
- PLACE, E. B.: "A Pathetic Fallacy." VIII: 9-14. Educational experts have gone too far in sacrificing content or knowledge to method.
- UMPHREY, G. W.: "Spanish-American Literature as a Field for Research for Graduate Students." VIII: 1-8. A natural field for research for Americans; problems indicated.
- WHILAR, AGUSTÍN, T.: "Reforma Necesaria en la Enseñanza de las Lenguas." VIII: 166-172. Direct method in primary schools; eclectic method in high schools; literature, etc., in universities.

BULLETIN OF HIGH POINTS

- ANON.: "An Interesting Comparison of Standards in Rating." VII: 6: 47-56. British marking more severe, but passing mark lower, than American.
- CLESHNER, ANITA N.: "Homework in French." VII: 10: 10-13. A miscellany of suggestions—translations, substitutions and completions, verbs, free composition. Better supervised study than homework. But if we must have it, what is the best technique?
- SESSON, PAULINE M. and others: "German Realia." VI: 1: 42-53. A list of realia in New York City—art, bookstores, churches, music, gymnasiums, commercial houses, hospitals, lectures, clubs, libraries, restaurants, etc.
- [There are some brief items in the *High Points* and *Educational Notes* of this periodical.]

BULLETIN OF THE NEW ENGLAND MODERN LANGUAGE ASSOCIATION

- FAY, CHARLES E.: "Sixty Years with the Modern Languages." XV: 11-23. Many enlightening memories; deprecates abandonment of translation, which has value in increased ability to use mother tongue.
- GEDDES, JAMES, JR.: "Report of the Librarian." XV: 48-90. A comprehensive review of new textbooks.
- HATHEWAY, JOEL: "The Ideal Preparation of Modern Language Teachers." XV: 39-44. Published in a résumé: knowledge, methodology, interest, sympathy for the pupil, fondness for work.
- TWIGG, ALICE M.: "Laggards in our Language Classes." XV: 29-39. Recounts experiences in application of intelligence quotient, prognosis and achievement tests, to keep out unsuitable students.

BULLETIN OF THE PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION

- BEAUDOUX, AMÉLIE: "The Dalton Plan." IV: 3: 5-6. Summary of paper favoring Dalton Plan.
- STEEN, J. J.: "The Quinzaine Internationale." IV: 4: 5-7. Accounts of a course of lectures at the Sorbonne on civilization.

BULLETIN OF THE AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN

WESTON, GEORGE B. and others: "Proposed Definition of the Requirement in Italian." II: 50-53. Four years of work for College Entrance Examination Board.

CATHOLIC EDUCATIONAL REVIEW

CASTAÑEDA, C. E.: "Modern Language Instruction in American Colleges, 1779-1800." XXIII: 3-9, 92-106. Discussion of the earliest unofficial curricular instruction.

CONNECTICUT SCHOOLS

ANON.: "The Modern Foreign Language Study." VI: 10: 7-8. An explanation.

THE COSMOPOLITAN STUDENT

FROST, ROSMAN W.: "Esperanto and Its Rivals." I: 3: 2-3, 15-16. A defense of Esperanto for simplicity and tested experience.

DETROIT EDUCATIONAL BULLETIN

ANON.: "General Language Course." IX: 3: 9. Eighth grade pupils; describes presentation of development of language, word formation, etc.

EDUCATION

CHEYDLEUR, F. D.: "Shall We Employ the Direct Method in Modern Language Instruction?" XLV: 345-352. After a sympathetic review of Mr. H. E. Moore's lectures, the author concludes that, in spite of Mr. Moore's attractive exposition of the direct method, the eclectic scheme is better suited to American conditions.

SANTEE, J. F.: "English in Japan and Japanese in the United States—A Contrast." XLV: 527-532. "Much English is studied in Japan . . . there is no longer any valid reason why Japanese should not take its place with the standard modern languages in American colleges and universities."

SHAPIRO, A. A.: "The Place of English in Foreign Language Work." XLV: 416-425. Poor students use poor English; there should be co-operation of departments.

WORRELL, W. H.: "Speaking with Tongues." XLV: 277-283. Provincialism makes us poor linguists; we need to command an art, not to master a science.

EDUCATIONAL RESEARCH BULLETIN (OHIO STATE UNIVERSITY)

MARSHALL, H. C.: "What Should Be the Nature of Foreign Language Study in the Junior High School?" IV: 200-213. Questionnaire indicates that early start is considered valuable.

EDUCATIONAL REVIEW

HOUGHTON, FREDERICK: "An Elaboration of Gouin's Method." LXIX: 256-259. Some improvements in method in teaching English to immigrants.

THE HIGH SCHOOL JOURNAL

ANON.: "A French Course for High Schools." VIII: 1-2, 3-4, 26. A committee presents a four year syllabus.

FIFE, ROBERT H.: "Purpose and Program of the Modern Foreign Language Study." VIII: 51-52. A brief statement.

LEAVITT, S. E. and others: "A Two Year High School Course in Spanish." VIII: 1-2, 5-6. What students should know after two years.

[Brief items are contained in the *French* and *Spanish Columns* of this periodical.]

JOURNAL OF EDUCATION

BUTMAN, MABEL: "The International Key." CI: 582-583. Praises Esperanto. CHANDLER, CHARLES L.: "Modern Languages as Preparation for Foreign Service."

CII: 429-431. An appreciation of the value of language, literature, and history.

CURTIS, HENRY S.: "Language Teaching by Radio." CI: 665. Thinks French, German, and Spanish can be taught to advantage by radio.

DOYLE, HENRY GRATTAN: "Aids to the Study of Spanish." CII: 158-161. Some hints in the direction of systematic classification of difficulties.

DOYLE, HENRY GRATTAN: "Light on the 'Black Legend'." CI: 184-185. Disputes the "Black Legend" with which Spain's enemies have credited her.

DOYLE, HENRY GRATTAN: "Modern Languages Items." CI: 443-445; 558-560.

GOFF, FRANCES S.: "The Rodee Method of Teaching English to Mexican Children." CII: 128-130. Oral, concrete teaching, fitted to experiences of children.

JOURNAL OF EDUCATIONAL RESEARCH

BOVÉE, ARTHUR G.: "Grammatical Knowledge and Reading Ability in French." XI: 204-212. Presents results of limited investigation indicating that pupils trained in direct method read for comprehension better than those otherwise trained. (Views similar to those expressed by Mr. Bovée in *The Modern Language Journal*.)

SEYBOLT, ROBERT F.: "Notes on the Curriculum in Colonial America." XIV: 275-281. Notes on early instruction; the language part here concerns chiefly Spanish and Italian.

MODERN LANGUAGE BULLETIN (SOUTHERN CALIFORNIA)

ANDREWS, ROY L.: "The Use of Realia in the Spanish Class." X: 18-19. A number of practical suggestions.

DIAMOND, WILLIAM: "Scientific German." X: 10-12. There is no effective distinction between 'German' and 'Scientific German.'

FIFE, ROBERT HERNDON: "California and the Modern Foreign Language Study." X: 20-21. A retrospect and prediction.

GILBERT, MABEL A.: "A Short Exploratory Course in French." X: 9-15. Describes preliminary units designed to orient young beginners in language work. Pedagogical benefits may be far reaching.

GUÉRARD, ALBERT L.: "The International Language Problem, from the Viewpoint of a Modern Language Teacher." X: 8-9. Summary of an argument for an international auxiliary language.

HALVORSON, OLAF: "Observations on Foreign Language Study Abroad." X: 13-14. Visits to classes in London, Oslo, and Copenhagen.

- HENMON, V. A. C.: "Prognosis and Achievement Tests in the Modern Foreign Languages. X: 7-11. Quantitative method has come to stay. Perfection of tests will enable us to substitute a literature of fact for the literature of opinion.
- JOHNSON, J. WILLIAM: "A Study of 4,300 Grades in Spanish." X: 16-19. A Study of median grades and standard deviations in 8 semesters shows big elimination in second semester of first year and in second year.
- JOHNSTON, OLIVER M.: "Opportunities for Teaching Literature in Reading Courses in Foreign Languages." X: 19-20. Stresses teaching of cultural elements.
- SCHWARTZ, H. B.: "Foreign Language Schools of Hawaii." X: 15-17. Describes regulation of foreign language (chiefly Japanese) schools.
- SHIELDS, GEORGE W. H.: "Spanish Exploratory Units." X: 15-21. Designed, like corresponding French units, to furnish a 'tryout' for junior high school pupils.
- SPARKMAN, COLLEY F.: "The Syllable as a Factor in Spanish Pronunciation." X: 11-14. Perhaps the most vital factor.

SCHOOL REVIEW

- JORDAN, J. N.: "Prognosis in Foreign Languages in Secondary Schools." 35: 541-546. Experiments with German Group Tests and Wilkins' Prognosis Tests gave only moderately high correlations.
- BOVÉE, ARTHUR G.: "Foreign Languages in France." 33: 653-660. Reaction of late years in favor of classical languages in France. The writer correlates the French movement with present trends in our country.
- CRAWFORD, C. C. and RAYNALDO, D. A.: "Some Experimental Comparisons of True-False Tests and Traditional Examinations." 33: 698-706. Fifteen out of twenty experiments indicated the superiority of the old-style examination. The other five suggest a superiority of true-false under certain conditions.

SCHOOL AND SOCIETY

- CHANDLER, CHARLES LYON: "Spanish and Trade with Latin America." XXI: 355-356. Spanish is important in trade.
- COLEMAN, ALGERNON: "The Modern Language Study." XXI: 307-311. An explanatory statement.
- DOYLE, HENRY GRATTAN: "'Commercial' and 'Scientific' Courses in Modern Foreign Languages." XXII: 369-371. Ordinary prose fundamental to scientific or commercial prose.
- HESSE, GRACE R.: "A Plea for Spanish." XXI: 25-26. Spanish not easy; has a fine literature.
- HOUSE, RALPH E.: "The Academic Status of Spanish." XXI: 297-299. Criticizes Dean Seashore's arguments, and offers plea for more thorough study of the language. It is not primarily a tool for research; French for literature, German for science, Spanish for business and international relations.
- LONG, WESLEY R.: "The Academic Status of Spanish." XXI: 49-51. Defends Spanish as a live subject and for its research opportunities.

- PRICE, WILLIAM R.: "Foreign Languages in the High Schools of the State of New York." XXII: 143-144. There will soon be no approved courses of less than three years.
- SHEPHERD, WILLIAM R.: "The Teaching of Things Spanish." XXI: 663-667. Spain has influenced America profoundly and has helped her much, and the Spanish-speaking nations and Brazil are important today.
- SNOW, C. D.: "The Usefulness of Spanish in Commerce." XXI: 354-355. More useful commercially and in government service than any other foreign language except possibly French.
- WERNER, OSCAR H.: "The Trend in the Study of Foreign Language in American High Schools." XXI: 268-272. Total increase in enrollment, percentual decrease. Two third of all pupils study foreign language one year or less.
- UNIVERSITY OF ILLINOIS (PROCEEDINGS OF THE HIGH SCHOOL CONFERENCE OF NOVEMBER 20, 21, AND 22, 1924, VOL. XXII: 17)
- GALVARRO, MANUEL S.: "Spanish Teaching in the United States," pp. 212-213. A plea for Spanish for American solidarity.
- HAGBOLDT, PETER: "An Experiment in the Teaching of Reading in First Year German," pp. 205-211. Everything subordinated to reading, which is extensive.
- KURZ, HARRY: "Suggestions to Teachers for Contacts with Spanish Life," pp. 200-205. A practical list of means of contact.

BULLETIN OF THE WISCONSIN ASSOCIATION OF MODERN FOREIGN
LANGUAGE TEACHERS*

- ANON.: "Language Clubs." XLIV: 4-7; XLVI: 2-9. Reports and suggestions for club meetings from various sources.
- BOVÉE, ARTHUR G.: "Modern Language Teaching in France." XLII: 9. A brief summary of the present situation and its antecedents.
- HAGBOLDT, PETER: "The First Year of Modern Language Study at the University of Chicago." XLIX: 5-11. Cf. the same writer's article in the *Modern Language Journal*. IX: 293.
- KNUDSEN, GERTRUDE A.: "Map Making." XLIV: 2-3. Suggestions for pupil-work in making maps of France.
- MORGAN, B. Q.: "Points to be Considered in Choosing a Beginning Grammar." XLV: 7. Suggestions for the teacher's evaluation of a new book.
- SCHIRMER, MARIELE: "Plays for Language Clubs." XLIV: 7-10. Lists of French and German plays suitable for high school performance.
- SCOTT, WALTER A.: "Extensive Reading." XLIII: 2-3. A practical discussion, with suggestive list of books suitable for high schools.

BOOKS AND PAMPHLETS

- ANON.: "The Complete Method." Scott, Foresman and Co., Chicago, 1925. Defends a concurrent or alternating use of different methods; urges concrete-

* This bulletin is particularly rich in practical details and suggestions for high school teachers. It seems not practicable to list such items separately.

- ness, gradation, accuracy, habit formation, rational progression, interest proportion.
- COMMITTEE REPORT: "Report of Faculty on Foreign Study Plan." University of Delaware, Newark, Delaware, April, 1925. 36 pp. Account of a plan already in effect, that allows undergraduates to spend a year of study in France.
- THE MODERN FOREIGN LANGUAGE STUDY: "Measurement of Ability in the Modern Foreign Languages. Criteria for Standards of Achievement Tests and Directions for Their Proper Administration." Bulletin No. 1, 1925. 4 pp. "It is necessary to develop and apply more adequate and objective devices for measurement." Discussion and preliminary bibliography.
- THE MODERN FOREIGN LANGUAGE STUDY: "Problems for Investigation by the Modern Foreign Language Study." Bulletin No. II. 4 pp. List of Objectives and related problems.
- ADAMS, JOHN: "Educational Movements and Methods: Twelve British Schoolmasters," with an Introduction by John Adams. D. C. Heath & Co., 1924. 190 pp. Chapter V, by S. A. Richards "The Direct Method in Modern Language Teaching," pp. 73-84. Modification of it and especially discussion of composition.
- BLACK, HAROLD GARNET (compiler and editor): "Paths to Success." Sixteen Essays on Secondary School Subjects Specially Written by Eminent Educators of America. Compiled and Edited with Bibliographical Notes and Introduction by H. G. Black, D. C. Heath & Co., 1924. X+304 pp. "Modern Languages" by John D. Fitz-Gerald, pp. 47-64. A presentation of general purposes of language study, with specific descriptions of the treasures in French, German, and Spanish. The whole is a simplified version of Professor Fitz-Gerald's article in the *Modern Language Journal*.
- BOBBITT, F.: "How to Make a Curriculum." Houghton, Mifflin, 1924. 292 pp. Chapter XVII, "Modern Languages," pp. 256-266. "In the present state of our knowledge no one can be dogmatic, whether for or against the use of foreign languages as vital educational experiences of play type. The probabilities are in favor of a generous use of them as 'extras'." A platform of basic assumptions, objectives and pupil activities. Stresses reading and enjoyment. A presentation of the Los Angeles plan of approach.
- BOND, OTTO F.: "The Organization and Administration of a First Year French Course at the College Level." Supplementary Educational Monographs Published in Conjunction with the *SCHOOL REVIEW* and the *ELEMENTARY HIGH SCHOOL JOURNAL* No. 26. University High School, University of Chicago, Studies in Secondary Education II, Part II, pp. 177-200. Experiments in curriculum organization and administration. "An elementary language course should have for its principal objective the development of ability to use the language as a norm of discourse, and not the mere covering of a certain content." . . . "Hence promotion or credit should hinge upon his tested ability to do something, rather than upon the successful completion of certain assigned tasks." Detailed scientific discussion of junior college experimentation—of conditions, personnel, aims (with every possible economy), outline of course,

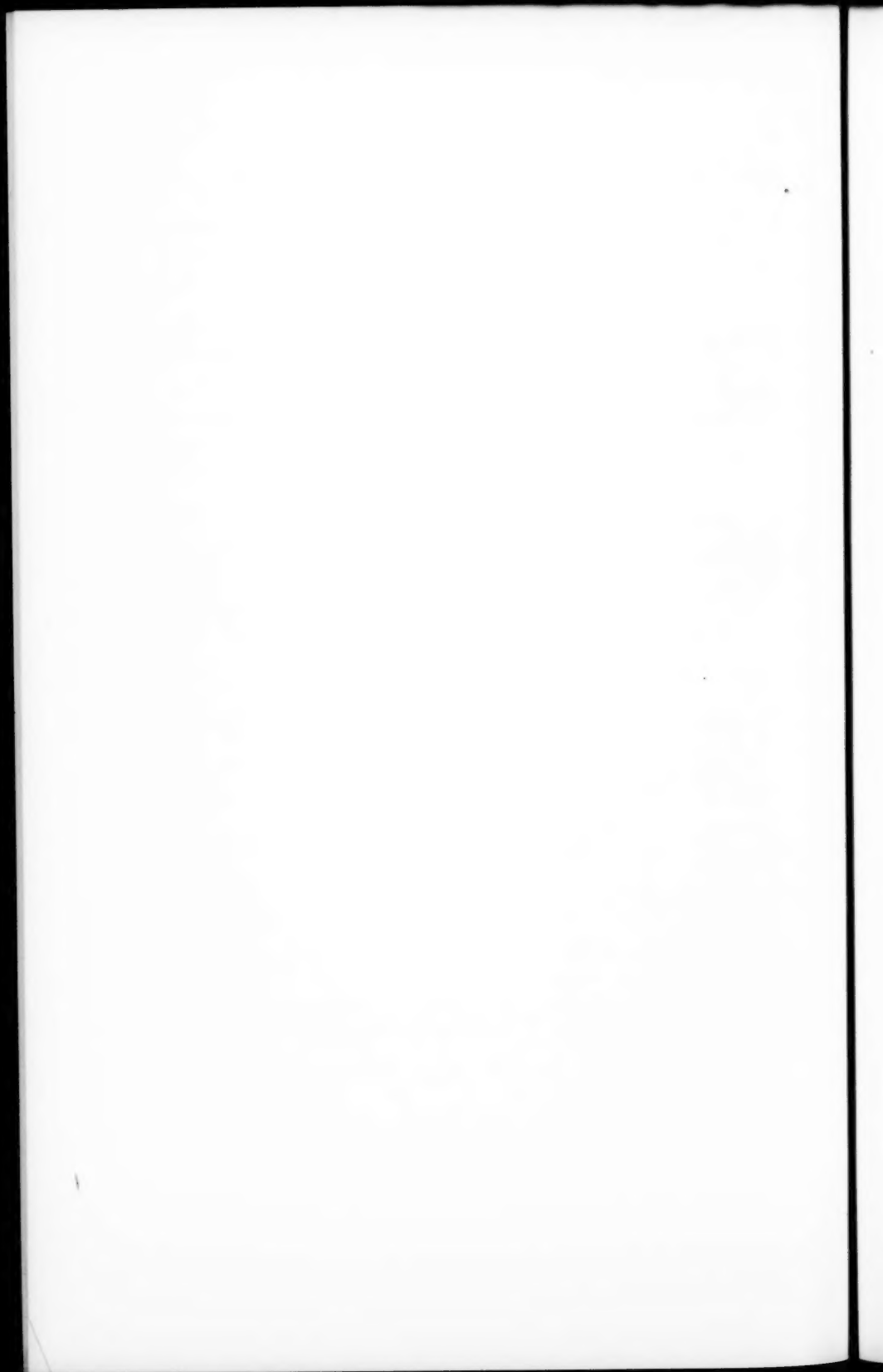
grammar, intensive and extensive reading, oral practice, administration, personal interviews, testing, etc., and the remarkable results achieved.

- BOVÉE, ARTHUR G., HOLZINGER, KARL J., MORRISON, HENRY C.: "The Construction of Tests for the Measurement of Certain Achievements in French." Supplementary Educational Monographs Published in Conjunction with the SCHOOL REVIEW and the ELEMENTARY SCHOOL JOURNAL, No. 26, University High School, University of Chicago, 1925. Studies in Secondary Education II, Part I, pp. 109-136. Tests do not attempt to reveal native ability or acquired general linguistic power, but to study the learning and teaching processes, and the character and extent of achievements. Tests concern auditory power, recognition, vocabulary, grammatical usage, abstract grammar, translation. Scientific discussion of tests and their administration to secure objective viewpoint.
- COLVIN, S. S. and MACPHAIL, A. H.: "The Intelligence of Seniors in the High Schools of Massachusetts." United States Department of the Interior, Bureau of Education, Bulletin No. 9, Washington, Government Printing Office, 1924. 39 pp. Pages 24-27 deal with the relative popularity of high school subjects.
- DESAUZÉ, E. B.: "The Cleveland Plan for the Teaching of Modern Languages (with Special Reference to French)." Winston Modern Language Series. The J. C. Winston Company, Philadelphia, 1924. VI+128 pp. Describes the essentially French environment of the Cleveland plan.
- GEDDES, JAMES, and others: "Report of the Committee of the New England Modern Language Association on the Preparation of Teachers of French and German in Secondary Schools." 23 pp. Reprint of 1914 article in MODERN LANGUAGE BULLETIN, Vol. 5, with appendix. Stresses better work in college, certification, and travel.
- GILLILAND, A. R. and JORDAN, R. H.: "Educational Measurements and the Classroom Teacher." New York, The Century Co., 1924, 269 pp. Chapter XV, "Foreign Languages," pp. 222-224. A discussion and bibliography of tests in Latin, French, German, Spanish. Tests best developed in Latin.
- GLASS, JAMES M.: "Curriculum Practices in the Junior High Schools and Grades V and VI." Supplementary Educational Monographs, No. 28. University of Chicago, November 1924. 181 pp. Discusses elective courses and units of teaching in a number of cities for French and Spanish.
- HAGBOLDT, PETER: "How to Study Modern Languages in College." University of Chicago Press, 1925. VIII+24 pp. A printed copy of the mimeographed study discussed last year; a thorough review of essentials for the student.
- HAGBOLDT, PETER: "How to Study Modern Languages in High School." University of Chicago Press, 1925, 31 pp. A thorough orientation in methods of study; a simplification of preceding pamphlet.
- HALL, GUILLERMO: "Teaching Languages: Why and How of the Direct Method." World Book Co., Yonkers-on-Hudson, N. Y., 1925. 8 pp. Stresses appeal to the ear.
- HINES, HARLAN C.: "A Guide to Educational Measurements." Houghton-Mifflin Co., 1923, 270 pp. Chapter XXV, "The Languages," pp. 219-230. Discusses prognosis and achievement tests, with idea of eliminating the unfit.

- HINES, HARLAN C.: "Junior High School Curricula." New York, Macmillan, 1924. Chapter III, "The Languages," pp. 51-78 (foreign, pp. 66-78). A review of methods, with stress on oral practice and minimum of grammar; emphasizes teacher training.
- MILLIS, W. A. and HARRIET H.: "The Teaching of High School Subjects." The Century Education Series, New York, The Century Co., 1925. XVIII+477 pp. Chapter VII, "Modern Language Teaching," pp. 140-157. Values, objectives and methods. Stress on word-learning through association, motor experiences and eclectic method, with reduction of English to minimum and large volume of material.
- SEYBOLT, ROBERT FRANCIS: "Source Studies in American Colonial Education. The Private School." Bureau of Educational Research, College of Education, University of Illinois Bulletin, Vol. XXIII, No. 4, September, 1925. 109 pp. Chapter I, "The Teaching of French in Colonial America," pp. 9-30. A large collection of documents from original sources containing advertisements, and discussion of methods, books, hours, objectives. The whole demonstrates considerable interest in French. Chapter II, "The Teaching of Italian, Portuguese, and Spanish in Colonial America," pp. 31-34. Spanish considered for commerce. All these languages secondary to French.
- THOMAS-TINDAL, EMMA V. and MYERS, JESSIE D.: "Junior High School Life." New York, Macmillan, 1924, pp. 210-211. Aims and activities of French and Spanish clubs.

APPENDIX

- FORD, HENRY: In an interview printed in the NEW YORK HERALD-TRIBUNE, Sunday, July 19, 1925, the distinguished manufacturer sets forth the opinion that the English language is destined to inherit the earth, and finds other languages essentially inferior for modern institutions. Apparently he would eliminate them from all schools.



TEXT BOOKS FOR HIGH SCHOOL AND ELEMENTARY COLLEGE SPANISH CLASSES

By ADA M. COE¹ AND CARIDAD RODRÍGUEZ-CASTELLANO

PERIODICALS

Blanco y Negro.....	Madrid
Bulletin of the Pan-American Union.....	Pan-American Union
La Esfera.....	Madrid
El Nuevo Mundo.....	Madrid
La Prensa (Daily).....	New York
El Sol (Daily).....	Madrid

DICTIONARIES

Pequeño Larousse.....	D. C. Heath
Lusum, R.....	Spanish Commerical Dictionary..... E. P. Dutton
McLaughlin.....	New Pronouncing Dictionary..... D. McFay
Velásquez de la Cadena.....	Dictionary of Spanish and English..... E. P. Dutton
Velásquez.....	Spanish Pronouncing Dictionary..... Appleton
Wessley and Gironés.....	English-Spanish and Spanish- English Dictionary..... World Book Co.
	Pocket Dictionary of the English and Spanish Languages..... Macmillan
Williams, L.....	A Dictionary of Spanish Idioms..... E. P. Dutton
Zerolo.....	Diccionario Enciclopédico de la Lengua Castellana..... Garnier, Paris

HISTORIES

Bryce.....	La América del Sud..... Macmillan
Chapman.....	A History of Spain..... Macmillan
Romera-Navarro.....	América Española..... Henry Holt
	Historia de España..... D. C. Heath
Shepherd, W. R.....	Latin America..... Henry Holt
	(Spanish edition)..... V. Suárez, Madrid
Supple.....	Spanish Reader of South Amer- ican History..... Macmillan
Webster, H.....	History of Latin America..... D. C. Heath

LITERATURE

Barja, César.....	Libros y autores clásicos.. Vermont Publishing Co.
Barja, César.....	Libros y autores modernos.. G. E. Stechert, N. Y.

¹ Compiled from the card catalogue of the Spanish Department of Wellesley College. See "Card Catalogue of Spanish Texts" by Alice H. Bushee, MODERN LANGUAGE JOURNAL, January 1, 1924.

- Coester.....The Literary History of South
America.....Macmillan
- Fitzmaurice-Kelly.....Historia de la literatura española
(French and English editions).. V. Suárez, Madrid
- Ford, J. D. M.....Main Currents of Spanish Liter-
ature.....Henry Holt
- Green.....Spanish Dramatists of Today D. C. Heath
- Henríquez Ureña, Pedro.....Tablas cronológicas de la liter-
atura española..... D. C. Heath
- Hurtado y Palencia.....Historia de la literatura española V. Suárez, Madrid
- Madariaga, Salvador de.....The Genius of Spain.....Oxford Press
(Semblanzas Literarias Contemporáneas) .. Brentano
- Mérimée, H.....Précis d'histoire de la Littérature
espagnole.....
- Northup, G. I.....Introduction to Spanish
Literature.....University of Chicago Press
- Schack, A.....Historia de la literatura y del Arte
dramático en España..... V. Suárez, Madrid
- Ticknor.....Historia de la literatura española

GRAMMARS

- Moreno-Lacalle.....Elements of Spanish Pronunciation.....Scribners
- Navarro Tomás, Tomás.....Pronunciación Española.....Madrid
- Alpern.....Outline of Spanish Grammar.....Globe Book Co.
- Basset, R. E.....Spanish Grammar.....Abingdon Press
- Bello-Cuervo.....Gramática de la lengua castellana .. Garnier, Paris
- Birch.....An Elementary Spanish Grammar.... E. P. Dutton
- Bushee, Alice H.....Fundamentals of Spanish Grammar.. Benj. Sanborn
- Chaytor.....First Spanish Book.....Longmans, Green
- Cano, B. S.....An Elementary Spanish Grammar.... Oxford Press
- Cherubini, G.....Curso práctico de español para
principiantes.....Winston Co.
- Coester, A.....A Spanish Grammar.....Ginn and Co.
- Cortina.....Method for Learning Spanish.... Cortina Pub. Co.
- Crawford.....First Book in Spanish.....Macmillan
- De Vitis, M. A.....Brief Spanish Grammar.....Allyn and Bacon
A Spanish Grammar.....Allyn and Bacon
- Dowling.....Reading, Writing, and Speaking
Spanish.....American Book Co.
- Espinosa and Allen.....Elementary Spanish Grammar.. American Book Co.
- Fuentes and François.....A Practical Spanish Grammar.....Macmillan
- Galland and Brenes-Mesén.....Spanish Grammar Review.....Allyn and Bacon
- Garner.....Essentials of Spanish Grammar American Book Co.
- Hall, G.....All Spanish Method.....World Book Co.
Poco a Poco.....World Book Co.
- Hamilton and Van Horne.....Elementary Spanish Grammar.....Century Co.

Hansler and Parmenter	Beginners Spanish	Scribners
Hendrix	Elementary Spanish	R. G. Adams and Co.
Hills and Ford	First Spanish Course	D. C. Heath
	A Spanish Grammar	D. C. Heath
Ingraham-Edgren	Brief Spanish Grammar	D. C. Heath
Janer, F.	Gramática Castellana	Silver, Burdett
Knapp	Modern Spanish Grammar	Ginn and Co.
Knoflach, A.	Spanish Simplified	Newson and Co.
Loiseaux, L. A.	Elementary Grammar of the	
	Spanish Language	Silver, Burdett
Manfred	Practical Spanish Grammar for	
	Beginners	Scribners
Marcial Dorado, Carolina	Primeras Lecciones de Español	Ginn and Co.
Marion and des Garennes	Introducción a la Lengua Castellana	D. C. Heath
Monsanto and Languellier	Practical Spanish Course	American Book Co.
Moreno-Lacalle	Elementos de Español	Benj. Sanborn
Olmsted and Gordon	Spanish Grammar for Schools and	
	Colleges	Henry Holt
	Abridged Spanish Grammar	Henry Holt
Olmsted, E. W.	First Course in Spanish	Henry Holt
Patterson, W. R.	Colloquial Spanish	E. P. Dutton
Ramsey, M. M.	Spanish Grammar	Henry Holt
	Text-book of Modern Spanish	Henry Holt
Robert, F. R.	First Spanish Book	E. P. Dutton
Sauer, C. M.	Spanish Conversation Grammar	Schoenhof
Seymour and Carnahan	A Spanish Review Grammar and	
	Composition Book	D. C. Heath
Sinagnan, L.	A Foundation Course in Spanish,	
	Parts I, II, III	Macmillan
Smith, L. C.	Gramática Práctica de la Lengua	
	Castellana	Ginn and Co.
Traub, P. E.	The Spanish Verb	American Book Co.
Wagner, C. P.	Spanish Grammar	Wahr
Warshaw and Bonilla	The Elements of Spanish	Scott, Foresman
Wilkins, L. A.	Compendio de Gramática Española	Henry Holt
	First Spanish Book	Henry Holt
	Second Spanish Book	Henry Holt
	A Spanish Reference Grammar	Henry Holt
Worman	First Spanish Book	American Book Co.
Worman and Bransby	Second Spanish Book	American Book Co.
Ybarra	Practical Method for Learning Spanish	D. C. Heath

COMPOSITION BOOKS

Ayer and Place	Un Viaje por España	Alfred Knopf
Broomhall, Edith	Spanish Composition	Allyn and Bacon
	Spoken Spanish	Allyn and Bacon

- Clayton, C. W. Material for Oral Translation D. C. Heath
Cool, C. D. A Spanish Composition Ginn and Co.
Crawford, J. P. W. Spanish Composition Henry Holt
. Temas Españoles Henry Holt
Elder, J. R. Spanish Composition Through Reading Oxford Press
Espinosa, A. M. Advanced Composition and
. Conversation Benj. Sanborn
. Elementary Spanish Conversation
. and Composition Allyn and Bacon
Ford, J. D. M. Exercises in Spanish Composition D. C. Heath
Graham and Oliver Foreign Traders' Correspondence
. Handbook Macmillan
Harrison, E. S. Spanish Commercial Reader Ginn and Co.
. Spanish Correspondence Henry Holt
Kenyon, H. A. Spanish Commercial Correspondence Geo. Wahr
Loiseaux, L. A. Spanish Composition Silver, Burdett
Luria, M. A. Correspondencia Comercial Silver, Burdett
McHale, C. F. Commercial Spanish D. C. Heath
Mercado, J. Manual de Correspondencia
. Comercial Gregg Pub. Co.
Pinney, A. E. Spanish and English Conversation Ginn and Co.
Pittaro, J. M. Spanish Sight Translations Benj. Sanborn
Remy, A. Spanish Composition D. C. Heath
Ray and Bahret Correspondencia Práctica Ginn and Co.
Romera-Navarro, M. Manual del Comercio Henry Holt
Seneca, P. Spanish Conversation and Com-
. position American Book Co.
Sparkman, C. F. Industrial Spanish Allyn and Bacon
Spiers, I. H. B. Spanish Selections for Sight
. Translation D. C. Heath
Umphrey Spanish Prose Composition American Book Co.
Vedder Métodos americanos en el comercio
. extranjero McGraw-Hill
Warshaw, J. Spanish-American Composition Henry Holt
Warren Spanish Commercial Reader Longmans, Green
Waxman, S. M. A Trip to South America D. C. Heath
Whittem and Andrade Spanish Commercial Correspondence D. C. Heath
Whitman and Aguilera A Course in Spanish Composition Longmans, Green
Wilkins, L. A. Elementary Spanish Prose Book Benj. Sanborn
. Unit Passages for Translation Benj. Sanborn
Wilkins and Alpern Exercise Book in Spanish Globe Book Co.
Willcox, C. A Reader of Scientific and Technical
. Spanish
Williams, L. Models for Translating English
. into Spanish E. P. Dutton
. Models for Translating Spanish
. into English E. P. Dutton

ELEMENTARY TEXTS

READERS

- Allen, C. G. Fábulas y cuentos. World Book Co.
 Azuola, E. Pequeños cuentos. Mod. Lang. Press
 Balshaw, C. L. A Spanish Reader. E. P. Dutton
 Bergé-Soler and Hatheway Elementary Spanish-American
 Reader. Benj. Sanborn
 Bransby, C. Spanish Reader. D. C. Heath
 DeVitis, M. A. A Spanish Reader. Allyn and Bacon
 Espinosa, A. M. Elementary Spanish Reader. Benj. Sanborn
 First Spanish Reader. Benj. Sanborn
 Fontaine. Flores de España. American Book Co.
 Fuentes and François. A Trip to Latin America. Henry Holt
 Giese and Cool. Spanish Anecdotes. D. C. Heath
 Hanssler, W. Cuentos sencillos. Mod. Lang. Press
 Hanssler and Parmenter. Spanish Reader. Scribners
 Harrison, E. S. Elementary Spanish Reader. Ginn and Co.
 Hatheway and Bergé-Soler Easy Spanish Reader. Macmillan
 Hills and Cano. Cuentos y leyendas. D. C. Heath
 Hills, E. C. Spanish Tales for Beginners. Henry Holt
 Johnson. Cuentos modernos. American Book Co.
 Loiseaux, L. A. Elementary Spanish Reader. Silver, Burdett
 Luquiens, F. B. Elementary Spanish-American
 Reader. Macmillan
 Luria, A. M. Lecturas elementales. Macmillan
 Marcial Dorado, Carolina. España pintoresca. Ginn and Co.
 Primeras lecturas en español. Ginn and Co.
 Marcial Dorado and Ray. Trozos modernos. Ginn and Co.
 Marinoni and Cheskis. Veinticinco episodios bíblicos. Macmillan
 Matzke, J. E. Spanish Reader. D. C. Heath
 Nelson, E. Spanish-American Reader. D. C. Heath
 Olmsted and Sirich. First Spanish Reader. Henry Holt
 Piñol, F. Historietas. World Book Co.
 Ramsey, M. M. Elementary Spanish Reader. Henry Holt
 Ray, M. L. Lecturas para principiantes. American Book Co.
 Roessler and Remy. First Spanish Reader. American Book Co.
 Schevill, R. A First Reader in Spanish. Ginn and Co.
 Solano, M. Cuentos y lecturas en castellano. Silver, Burdett
 Terzano, G. España y la América Española. Winston Co.
 Turrell. Spanish Reader. American Book Co.
 Walsh, G. M. Primer libro de lectura. D. C. Heath
 Weems, R. B. Un verano en España. D. C. Heath
 Wilkins, L. A. Lecturas Fáciles. Silver, Burdett

PLAYS

- Benavente, J. Ganarse la vida. Ginn and Co.

	El principe que todo lo aprendió en los libros.....	World Book Co.
Carrión y Vital Aza.....	Zaragüeta.....	D. C. Heath
	Zaragüeta.....	Benj. Sanborn
	Zaragüeta.....	Silver, Burdett
	Zaragüeta.....	Geo. Wahr
Gorostiza.....	Contigo pan y cebolla.....	Ginn and Co.
	Contigo pan y cebolla.....	Macmillan
Henry, R.....	Easy Spanish Plays.....	Allyn and Bacon
Martínez Sierra.....	El Palacio triste.....	Ginn and Co.
Morrison, F. W.....	Tres comedias modernas.....	Henry Holt
Quintero, J. y S.....	La Muela del Rey Farfán.....	World Book Co.

NOVELS

Alarcón, Pedro de.....	Novelas cortas escogidas.....	D. C. Heath
Cañallero, F.....	La Familia de Alvareda.....	Henry Holt
Pérez Escrich.....	Fortuna.....	D. C. Heath
	Fortuna.....	Mod. Lang. Press
	Fortuna; El placer de no hacer nada.....	Ginn and Co.
	Fortuna; Tony.....	Allyn and Bacon
Taboada.....	Cuentos alegres.....	D. C. Heath
Trueba, Antonio de.....	Cuentos y cantares.....	Ginn and Co.
Valera, Juan.....	El pájaro verde.....	Allyn and Bacon
	El pájaro verde.....	Ginn and Co.
	El pájaro verde.....	D. C. Heath
	El pájaro verde.....	Scribners

INTERMEDIATE TEXTS

READERS

Albes.....	Viajando por Sud América.....	Henry Holt
Allen and Castillo.....	Spanish Life.....	Henry Holt
Arteaga y Pereira, F.....	Tierra y Raza.....	Oxford Press
Ballard and Stewart.....	Short Stories for Oral Spanish.....	Scribners
Blasco Ibáñez, V.....	Vistas sudamericanas.....	Ginn and Co.
Bonilla, R. H.....	Spanish Daily Life.....	Newson and Co.
Cano, B. S.....	A Spanish Reader.....	Oxford Press
Carter and Bloom.....	Cuentos castellanos.....	D. C. Heath
Castillo and Watson.....	Intermediate Spanish.....	Henry Holt
	Trozos de castellano.....	Henry Holt
Coester, A.....	Cuentos de la América Española.....	Ginn and Co.
Cornyn, J. H.....	Cuentos mejicanos.....	Johnson Pub. Co.
DeHaan and Morrison.....	Cuentos modernos.....	D. C. Heath
Downer and Elias.....	Lecturas modernas.....	D. C. Heath
Ewart, F. C.....	Cuba y las costumbres cubanas.....	Ginn and Co.
Fernández Juncos, M.....	Lecturas escogidas.....	Silver, Burdett
Fernández and Purdie.....	Trozos selectos.....	Henry Holt

Frontaura	Las tiendas	Henry Holt
Garcilaso de la Vega	El Reino de los incas del Perú	Allyn and Bacon
Harrison, E. S.	Intermediate Spanish Reader	Ginn and Co.
Harry, P. W.	Anécdotas españolas	Allyn and Bacon
Hill and Buceta	Antología de cuentos españoles	D. C. Heath
Hills and Reinhardt	Spanish Short Stories	D. C. Heath
Knight, W. E.	Norte y Sur	Johnson Pub. Co.
Laguardia, G. B. and C. B.	Argentina: Legend and History	Benj. Sanborn
Laguardia	Cuentos hispanoamericanos	Scribners
McHale, C. F.	Un viaje a Sud América	D. C. Heath
Mapes, E. K.	Cuba y los cubanos	Gregg Pub. Co.
Mesonero Romanos	Selections	Henry Holt
Morley, S. G.	Spanish Humor in Story and Essay	Ginn and Co.
Morse, E. L. C.	Spanish-American Life	Scott, Foresman
Peers, E. A.	A Phonetic Spanish Reader	Longmans, Green
Phipps, H. M.	Páginas sudamericanas	World Book Co.
Pittaro, J. M.	Spanish Reader	D. C. Heath
Quintana	Vasco Núñez de Balboa	Ginn and Co.
Rivera and Doyle	En España	Silver, Burdett
Spencer, F. E.	Trozos de historia	Ginn and Co.
Trueba	Short Stories	Benj. Sanborn
Turrell, C. A.	Cuentos hispanoamericanos	Allyn and Bacon
	Spanish-American Short Stories	Macmillan
Uribe-Troncoso, M.	Por tierras mejicanas	World Book Co.
Wilkins, L. A.	Antología de cuentos americanos	D. C. Heath
	Beginners' Spanish Reader	Henry Holt
Woolf, A.	Spanish Stories	E. P. Dutton

PLAYS

Benavente, J.	Tres Comedias (Sin querer; De pequeñas causas; Los intereses creados)	D. C. Heath
Benavente, J.	El ultimo minué	Por las nubes
Bretón de los Herreros	¿Quién es ella?	American Book Co.
Echegaray, J.	O locura o santidad	D. C. Heath
Espronceda	El estudiante de Salamanca	Ginn and Co.
Gil y Zárate	Guzmán el Bueno	Ginn and Co.
Gutiérrez	El trovador	D. C. Heath
Hartzenbusch, J. E.	Los amantes de Teruel	D. C. Heath
	La coja y el encogido	Henry Holt
	Juan de las Viñas	Ginn and Co.
Larra	Partir a tiempo	American Book Co.
Linares Rivas, M.	El abolengo	D. C. Heath
Martínez Sierra	Canción de cuna	D. C. Heath
	Canción de cuna	Oxford Press
	Teatro de ensueño	World Book Co.

Pérez Galdós, B.	Electra	American Book Co.
	La Loca de la Casa	Henry Holt
	Mariucha	D. C. Heath
Quintero, J. and S.	Doña Clarines Mañana de Sol	D. C. Heath
Sanz, F.	Don Francisco de Quevedo	Ginn and Co.
Tamayo y Baus.	Lo positivo	D. C. Heath
	Más vale maña que fuerza	World Book Co.

NOVELS

Alarcón, Pedro de.	El Capitán Veneno	Allyn and Bacon
	El Capitán Veneno	American Book Co.
	El Capitán Veneno	D. C. Heath
	El Capitán Veneno	Henry Holt
	El Capitán Veneno	Macmillan
	El Capitán Veneno	Benj. Sanborn
	El Final de Norma	Henry Holt
	El Niño de la Bola	American Book Co.
	El sombrero de tres picos	Henry Holt
Altamirano.	La navidad en las montañas	D. C. Heath
Asensi	Victoria y otros cuentos	D. C. Heath
Azorín	Las confesiones	D. C. Heath
Bécquer.	Legends and Tales	Ginn and Co.
Blasco Ibáñez, V.	La barraca	Henry Holt
	La batalla del Marne	D. C. Heath
Isaacs, J.	María	Ginn and Co.
	María	Macmillan
Jiménez, R.	Platero y yo	D. C. Heath
Lesage.	Gil Blas	Henry Holt
	Gil Blas	D. C. Heath
Manuel, Juan	El conde Lucanor	Allyn and Bacon
Mármol.	Amalia	Macmillan
Palacio Valdés, A.	La alegría del capitán Ribot	D. C. Heath
	La Hermana San Sulpicio	Henry Holt
	José	Allyn and Bacon
	José	D. C. Heath
Pardo Bazán, E.	Temprano y con sol	Jenkins
	El tesoro de Gastón	Henry Holt
Pérez Escrich.	Amparo	American Book Co.
Pérez Galdés, B.	Marianela	American Book Co.
	Marianela	D. C. Heath
Selgas y Carrasco, J.	La mariposa blanca	D. C. Heath
	La mariposa blanca	Henry Holt
Villegas.	El Abencerraje	Cambridge University

POETRY

Hills, E. C.	Bardos cubanos	D. C. Heath
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Iriarte, T.	Fábulas literarias.	Oxford Press
Samaniego, F. M.	Fábulas en verso.	Oxford Press

ADVANCED TEXTS

PLAYS

Avellaneda, Gertrudis de.	Baltasar.	American Book Co.
Bretón de los Herreros.	La Independencia.	Scribners
	Marcela, o ¿a cuál de los tres?	Benj. Sanborn
Calderón.	El alcalde de Zalamea.	D. C. Heath
	El alcalde de Zalamea.	Henry Holt
	El alcalde de Zalamea.	Longmans, Green
	La vida es sueño.	American Book Co.
Echegaray, J.	El gran Galeoto.	Alfred Knopf
Lope de Vega.	Amar sin saber a quién.	Henry Holt
	La estrella de Sevilla.	Oxford Press
	La moza de cántaro.	Henry Holt
López de Ayala.	Consuelo.	Henry Holt
Marquina, E.	En Flandes se ha puesto el sol.	D. C. Heath
Martínez de la Rosa.	La conjuración de Venecia.	Benj. Sanborn
Martínez Sierra.	Sol de la tarde.	D. C. Heath
Moratin.	El viejo y la niña.	Longmans, Green
	El sí de las niñas.	American Book Co.
	El sí de las niñas.	Ginn and Co.
	El sí de las niñas.	Henry Holt
Northup, G. T.	Ten Spanish Farces of the 16th, 17th, and 18th Centuries.	D. C. Heath
Núñez de Arce.	El haz de leña.	D. C. Heath
Ruiz de Alarcón.	Las paredes oyen.	Henry Holt
Ruiz de Alarcón.	La verdad sospechosa.	Suárez, Madrid
Tamayo y Baus.	Un drama nuevo.	Allyn and Bacon
	Un drama nuevo.	Benj. Sanborn
	Un drama nuevo.	Silver, Burdett
	Un drama nuevo.	World Book Co.
Tirso de Molina.	Don Gil de las calzas verdes.	Henry Holt

NOVELS

Baroja, Pío.	La casa de Aizgorri	
	Zalacain el aventurero.	Alfred Knopf
Caballero, Fernán.	Un servilón y un liberalito.	D. C. Heath
	Un servilón y un liberalito.	Winston Co.
Cervantes, Miguel.	Don Quijote.	Allyn and Bacon
	Don Quijote.	D. C. Heath
	Novelas Ejemplares.	Henry Holt
	Rinconete y Cortadillo.	Alfred Knopf
Darfo, Rubén.	Azul.	V. Suárez, Madrid
Nervo, Amado.	Plenitud.	V. Suárez, Madrid

Pardo Bazán, E.....	Pascual López.....	Ginn and Co.
Pereda.....	Pedro Sánchez.....	Ginn and Co.
Pérez Galdós.....	Doña Perfecta.....	American Book Co.
	Doña Perfecta.....	Ginn and Co.
Valera, Juan.....	El Comendador Mendoza.....	American Book Co.
	Pepita Jiménez.....	American Book Co.
	Pepita Jiménez.....	D. C. Heath

POETRY

Coester, A.....	Anthology of the Modernista Movement in Spanish America.....	Ginn and Co.
Fitzmaurice-Kelly, J.....	The Oxford Book of Spanish Verse.....	Oxford Press
Ford, J. D. M.....	A Spanish Anthology.....	Silver, Burdett
	Spanish Fables in Verse.....	D. C. Heath
Hills and Morley.....	Modern Spanish Lyrics.....	Henry Holt

Wellesley College

A FURTHER STUDY IN FRENCH TONETICS

By CLARA STOCKER

A PREVIOUS article (MODERN LANGUAGE JOURNAL, Nov. 1924), contained a brief study of the melodic movement of the voice, as it is associated with certain types of enumeration. It is the purpose of these notes to call attention to contours of French speech-melody connected with types of protest. As illustrations, dot diagrams or tonetic transcriptions such as are used by H. Klinghardt and Harold Palmer in their valuable works on intonation, will be supplemented by musical notations. The notations show the approximate size of the musical intervals existing within a tone-group of spoken language. The size of the interval is an important factor in expressing the emotional quality of a speech-tune.

One of the things that differentiates song and speech is a different manner of attacking tones. In song, the pitch must of necessity be clear while in speech it is vague and sliding. The notations, given as a rough indication of pitch, are meant only for the speaking voice. Played on an instrument, or sung, they suggest nothing.

A SPEECH-TUNE OF PROTEST

The writer was once detained in the office of the registrar at the Sorbonne. (January, 1922.) Students who were presenting themselves for matriculation, were obliged to buy booklets in which to keep a record of courses followed, with signatures of the professors. The cost of the booklet was small, but the innovation brought forth many protests from the French students. Even when the words were indistinguishable, the little melody, oft-repeated, told plainly what was being said.

This little tune, implying remonstrance, might be pictured by an unsymmetrical circumflex accent: \frown , and, for convenience sake, will be named, the tune of petulant protest. It always covers two word groups, the first spoken with a rising, the second with a falling inflection.

In the first group, the voice rises by gradual intervals. The second group, beginning with a slight drop, descends just as gradu-

ally, so that the final syllable is spoken on a tone lower than that of the initial syllable of the tune. In the example given below, taken down in musical notation from a speech by M. Fribourg, the drop between the two groups contains the interval of a fifth, bringing the pitch of the final syllable a fifth below that of the initial syllable of the quotation. The size of the interval between the two groups will be determined by the degree of animation of the speaker, but in all cases, the last and lowest syllable is still pitched considerably higher than the lowest tones of the speaking voice, tones of indefinite pitch, upon which the voice usually rests at the end of a sentence. It is this suspension upon a relatively high and definite note which helps to give this tune that touch of querulousness which distinguishes it.

Célimène, (as played either by Valentine Tessier of the Vieux Colombier, Paris 1922, or Nadine Charlane, who played opposite Lucien Guitry in the same year) when Arsinoë is announced, voices a protest,

"De quoi s'avise-t-elle, et qui la fait venir?"

Later, she says to Alceste, (IV, 3)

"Mais si c'est une femme à qui va ce
billet,"

thus voicing remonstrance at his suspicions. It is admissible, however, that in the latter case, a different sentiment is expressed. If anyone will twice read the words, "Mais si c'est une femme à qui va ce billet" fitting to them each time, the tune I have named "petulant protest," repeating the phrase, once with a sober face, and once with a smile, he will see that a different position of the mouth, producing different overtones, can quite alter the emotional quality of a definite speech-tune. With a smile the feeling is one of playfulness rather than of petulance.

My one example in musical notation mentioned above, was heard during a talk given by André Fribourg in New York, (1919). M. Fribourg was at the time official lecturer for the Alliance Française, and later, member of the Chambre des Députés. He was quoting a French soldier as having said,


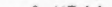


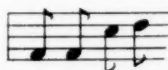
"et moi aussi, je n'ai pas de sac!"

Reading the words with the intonation indicated, one can understand the feelings of the soldier, though the context is lost.

EMPHATIC PROTEST

Exclamations and commands expressing emphatic and indignant protest, often break off their final syllable on a very high note. The examples given below cover two types, one patterned thus:

(a) , the other, thus: (b) . Their point in common is a breathless suspension on an elevated pitch, expressing strong emotion. The following examples, Mariane's exclamation of disgust at her first sight of Harpagon (III, 10) were heard at three different performances of "L'Avare," and all display the same tonetic phenomenon. No. 1 represents the interpretation of the



Mariane of the Théâtre du Vieux Colombier, New York, 1918-19; no. 2, that of the Mariane of the historic free performance of "L'Avare" on the day of the Molière Tercentenary at the Odéon, 1922; while no. 3 was spoken by a Mariane of the Comédie Française in the same year. No. 1 follows type (a), while the others follow type (b).

The following examples were gathered in Paris during the winter of 1922. All express emphatic contradiction or protest, whether exclamations or commands. All belong to type (a) or (b), though the number of syllables modifies the appearance of the design.

From a reading of "Le Portefeuille."



Small boys not able to gain admission at the Comédie Française after long waiting in line.

"Quel animal!" have the same intonation, but in the first instance, the words gain in intensity through the suppression of the second phrase whose sense is implied through the broken melody. The small boys (no. 2) think "C'est idiot, c'est dégoûtant de falloir rentrer à la maison après avoir fait queue pendant une heure." After the lady's speech (no. 4) "J'ai arrangé tout," one should supply in thought "et cependant on demande que je . . .," and so on, with the other examples.

At one of Guitry's performances of "Le Misanthrope" (Act II, 4), Célimène, (Mlle. Charlane) urging Alceste to remain, finally said

"Je le veux, je le veux." It was intoned thus:

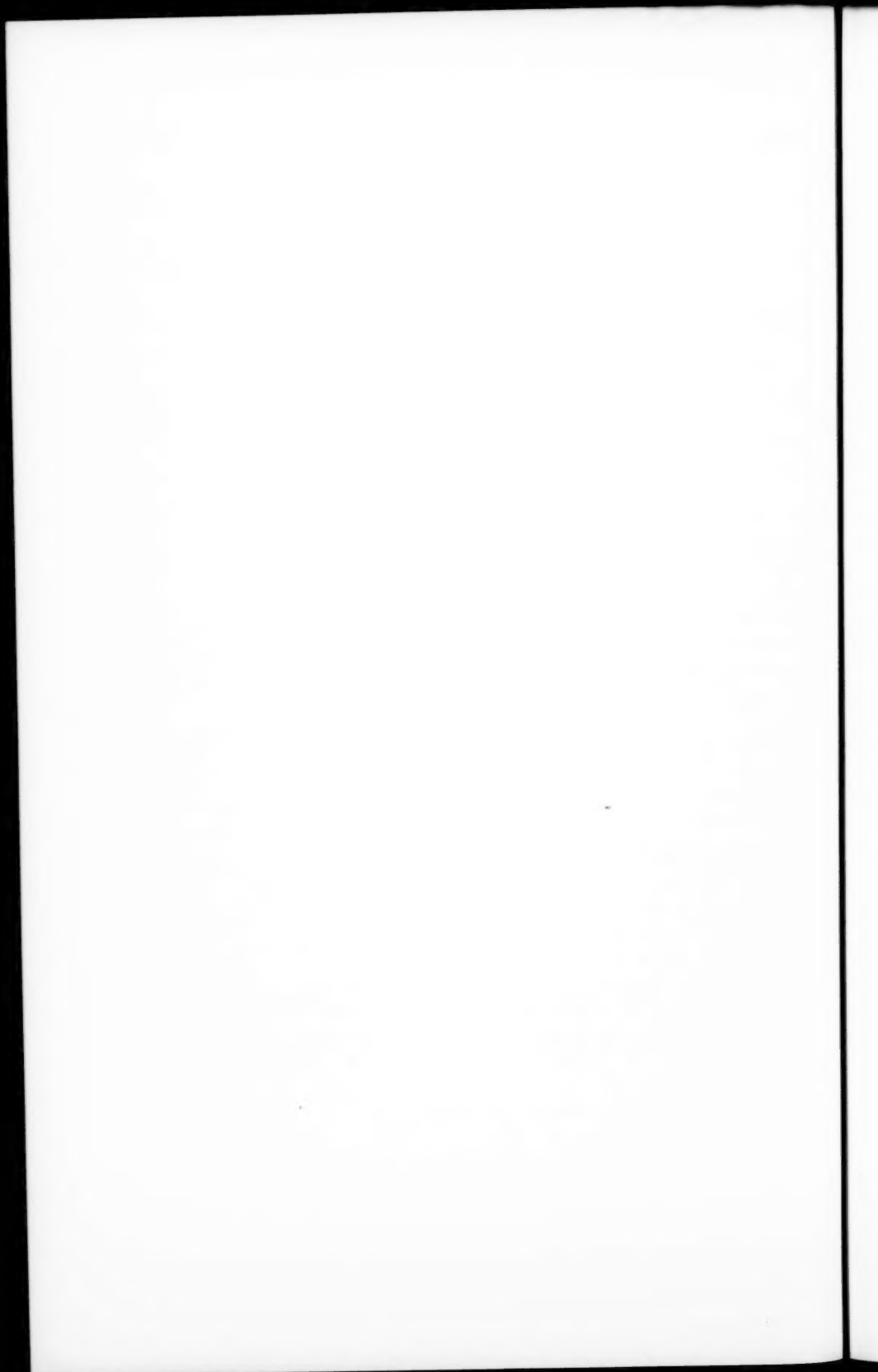
Her feigned indignation reaches its climax in the next speech: "Eh bien! allez, sortez, il vous est tout loisible."

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The hunt for speech-tunes is an exhilarating mental sport. The equipment needed is a trained ear. A knowledge of musical notation is an asset but not a necessity, for tonetic transcriptions in the shape of dot or line diagrams are most helpful and can be made by anyone.

"Mais vous chantez, monsieur!" says the Frenchman when he hears a foreign intonation applied to his language. In hunting down French speech-tunes, let the American investigator listen for what appeals to him as especially musical. When it seems to him that the Frenchman is singing, he is on the trail. When he finds the same kind of sentiment attached to the same song on the lips of different individuals, he has captured a speech-tune. There are good hunting grounds in this country, and those who live in New York or other centers, where there is a large group of the Alliance Française, have an excellent opportunity to exercise the sport. One should put faith only in the speech-tunes of those who have come recently from France, and remember, moreover, that the delivery of a lecturer may be characteristically French, but not typically conversational. Attendance at lectures and at the French theater teaches one to distinguish between the oratorical contour and the conversational melody.

Duluth, Minnesota



THE DICTATION EXERCISE—ITS VARIATIONS AND VALUES¹

By CLARENCE E. LEAVENWORTH

ANY suggestions I may make concerning the dictation exercise lay no claim to originality. All of the variations I may mention, and others as well, are doubtless being employed by many of you. I feel, however, that dictation is not being used generally to the extent which its usefulness merits. I question, indeed, whether some of its various values are even realized by many teachers. I have therefore chosen it as my subject in order to make a plea for what I consider one of the most valuable parts of the modern language recitation.

In his book, *How the French Boy Learns to Write*, Professor Rollo Walter Brown emphasizes the importance given to dictation in French schools compared with its neglect in our own. Though he refers to dictation in the mother tongue, he gives some illuminating data which concern also dictation in the foreign language. Tests which he gave to classes in English, both in this country and in France, using the identical English passage, showed the vast superiority of the French pupils in accuracy, trained as they were by long practice in dictation, whether in the mother tongue or in the foreign language.

The values of dictation which Professor Brown mentions, apply to both, and are worth repeating here: Dictation gives the pupil much practice in the handling of the sentence; it directs his attention to grammatical construction; it helps him to learn to spell, to punctuate, and to capitalize; it enlarges his vocabulary and gives him practice in the use of words already known to him; it fills his mind with good standards of speech, and it prevents him from separating spoken language and writing. Some of these points, of course, apply only to the more advanced stages of study of the foreign language, when the knowledge of it more nearly approximates that of the mother tongue.

The value most apparent at the beginning, and the main value of dictation in our foreign language teaching, is the training

¹ Read before the modern language section of the Indiana State Teachers' Association, October 16, 1924.

in hearing correctly the speech sounds, in visualizing the words they represent, and in accurately writing them. As has been frequently pointed out by others, dictation is sound psychologically in its teaching value, appealing to the audile, the visual, and the motile types of mind.

In considering the subject of dictation, I may say parenthetically, French is the language I have principally in mind, although most of what follows is applicable as well to German, Spanish, or Italian.

To acquire the speech sounds with greatest accuracy, the use of the phonetic alphabet has high value (though it may be debated whether its introduction is always desirable). With its use, dictation exercises in phonetic script go as a matter of course; in fact, they must complement the reading exercises if most efficient use is to be made of the symbols. They test the accuracy of the aural perception of the sounds. It goes without saying that the earliest of such exercises should be with individual sounds, then with simple combinations, growing gradually in complexity and length. The dictating of whole passages of prose or poetry to be taken down in phonetic script may ultimately follow. The exercise may be extended by requiring transcription afterward in French spelling. Whether this double operation is advisable when the pupils have arrived at a stage advanced enough to perform it readily is open to question. My own feeling is that a pupil with such a knowledge of French might better take down the dictation directly in French spelling, going directly from sound to thought and its visualization, omitting the now unnecessary step of visualizing single sounds.

With this procedure of writing down the passage in the foreign language directly as read, we have the principal form of the dictation exercise, the only one, perhaps, in which it is known to many. That this standard form itself admits of variations is obvious. In the first place, the procedure in the early stages of learning the language must necessarily differ considerably from that used later on. It has been maintained in treating the subject of dictation that passages should always be read in units of word groups—complete phrases or sentences—rather than word by word. Although I do not contest the soundness of this practice at a more

advanced stage of progress, certainly such a standard is too high in the very early period in which simpler dictation can be advantageously begun. Lists of single words can very profitably be dictated in the first weeks, both for ear training and for spelling practice. Nor need one fear lest such an exercise be too simple—not in French at any rate.

This exercise may be varied by requiring that the proper form of definite or indefinite article be supplied before every noun in the list, that the English meaning be added, and in other ways.

The rapid dictation of lists of numbers, requiring only the writing of the figures, affords excellent practice in learning the numerals, though it must be complemented, of course, by pronouncing and writing them in the foreign language from lists of figures.

Dictation of verb forms is very valuable to promote accuracy. In French in particular, which has so many silent endings, this is an exacting test in grammatical forms as well as in comprehension. In Spanish or German the discipline would hardly be equal, even if the addition of the English meaning were required, which is an extended form the exercise may take. A variation which I have also found useful in early verb training is the dictation of individual forms to be named after being written: as *ils aimaient* or *querian*, third person plural imperfect indicative. To the French teacher need hardly be pointed out the need of care in choosing verb forms so as to avoid uncertainty. For instance, *ils marchaient* may be singular or plural as far as the sound indicates, unless it is made clear by *les hommes marchaient*, or by some similar indication. To what a large degree dictation in French is a grammatical exercise is suggested in these simple examples. The agreement of subject and verb, the agreement of adjectives and participles, and other principles must be kept just as constantly in mind as the verb inflections in writing French from dictation.

This statement applies, however, to the next step beyond the dictation of individual words, that is, the dictation of expressions and short sentences. After that, by gradual progress the dictation exercise should grow into full length sentences, into short paragraphs, and ultimately into standard passages of literature.

But this last goal must not be expected too soon. In employing the dictation exercise I think that we are all likely to err in the

difficulty of passages selected at an early stage. In French at any rate, in which the pronunciation is so difficult and the spelling offers so many discrepancies, passages should be chosen with which the pupil is somewhat familiar, if from a literary text. In using such material, at first it is none too simple to have a page of the text of the daily lesson read aloud carefully and then to dictate several lines from the passage just read. Some time of practice in this simple procedure may be necessary before one can dictate successfully a passage from the day's prepared text not previously read aloud in class. Such, at least, is my experience with boys that I have for the first time at the beginning of second-year French in college. Of course, most of these students, unfortunately, have not had the previous training in the simpler forms of dictation which would be desirable. On account of the lack or inadequacy of this training, in fact, I find that simpler material than the literary text studied by the class gives better results at the start; for instance, the French models of the composition lessons may be used to advantage.

A simple and satisfactory form of dictation from the composition book is also that of questions on the text. At first these may be chosen verbatim from the questionnaire if the book has such an exercise, but before long, different questions of the instructor's own making may be substituted. Such dictation is usually combined, of course, with requiring answers to the questions in French (or whatever the language may be). This leads naturally to the variation (which is more properly a written form of the conversational exercise) consisting of the direct written answers to questions put orally.

Now that we have mentioned one variation not strictly a dictation exercise, let us speak of a few others which naturally ally themselves to dictation in procedure and discipline.

A passage, which may be somewhat longer than one would dictate, is read to the class at first slowly, then at the normal speed (or only once if the passage be very easy or the class sufficiently advanced). The pupils are then required to write the substance of the passage in English. Such a selection may be from the assignment of reading for the day or it may be wholly new material. In the former case it makes a good short class test of preparation besides providing practice in audition.

Such an exercise in comprehension is simpler than the one that differs from it only in requiring the reproduction of the passage in the foreign language. In this case an anecdote in comparatively simple language is more to the purpose than a selection from a literary work whose vocabulary and style is much more difficult for the pupil to reproduce, even though the passage may have been read by him previously. It is better to read the anecdote carefully once and then retell it to the class without the book when initiating pupils into this form of exercise. Later on this retelling, or the second reading, may be dispensed with. This exercise is extremely valuable for the practice it gives in audition and for teaching vocabulary and self-expression in the foreign tongue. Reworking of the anecdote orally in questions and answers or complete retelling by the pupils should follow, of course, on later days, in order to make the new vocabulary and phrases stick.

An exercise I have occasionally tried is reading a French or Spanish passage as for dictation, but requiring the English translation instead of the foreign language to be written. There are disadvantages, however, in this exercise, and I do not strongly favor it. For one thing, the differences in idiom and word order in different languages make impromptu translation difficult.

To return to the true dictation exercise, a variation in method which I have tried with success in a small advanced class is to let a student at times do the dictating. This not only stimulates interest by its novelty, but it spurs the pupil reading to greater care in his pronunciation, and it arouses the critical faculty in the other members of the class. The good results of such an exercise depend to some extent, however, upon the personnel of the class.

Another variation I often employ when the class is reading a play is to dictate a few short passages for recognition; that is, the pupil must name for each the speaker and circumstances.

Translation of such passages after writing them from dictation may be required in addition. From other texts than plays, in fact, the dictation of a short passage to be afterward translated in writing is an exercise which I frequently use. For some pupils, heedless or less thorough, this requirement of translation seems almost necessary to make them think of the meaning of the passage until they have acquired the habit. For the poorest ones even

this will not be sufficient. They will often need painstaking individual attention to make them realize that they must think of sense and agreement as well as sound,—that *se* instead of *ce*, or that *sont* instead of *son*, *must* be the spelling in a certain context, and that the plural of a noun, adjective, or verb *must* be required by the agreement in cases where no sound of the final *s* or other termination is heard.

These, and other difficulties which occur to you without need of my reminder, make of dictation, especially in French, a constant discipline in grammar as well as in ear training, comprehension, and spelling. These last values are obvious and need no comment.

Another value suggested already is that of vocabulary and phrase building. A good practice with colloquial new material on which intensive work is desired is to dictate a paragraph upon some subject, *A la Gare*, *Une Visite*, *La Classe de français*, and so forth,—or an anecdote, and then to hand out mimeographed copies of the passage at the completion of the dictation, unless the material is found in a text already in the hands of the pupils. The exercise may then be corrected, or the papers may be collected to be corrected by the instructor and returned at the next recitation while the pupils keep the mimeographed copy to learn by heart or to work with otherwise. In either case pupils will see at once mistakes they have made and words that have puzzled them.

This immediate correction of mistakes and vague or wrong impressions, while interest in the exercise and the sense of its difficulties are still keen, is an important point in dictation. Pupils may correct their own papers or papers may be exchanged, a device useful, as we all know, to stimulate interest in class correction. To provide a model for correction, too, another device which is so familiar that it hardly needs mention is to have one pupil take the dictation at the blackboard, preferably in the rear of the room, and to correct his work afterward with the class. (Indeed, blackboard dictation with the whole class, if small enough, or with sections of it in turn, is very valuable, allowing the teacher to correct in the act wrong habits of each individual's thinking.) Often the instructor may wish to collect the papers without previous correction in order to test more strictly ability or preparation as well as to correct more accurately, but even in this case a few

minutes should be devoted at once upon completion of the dictation to going through its correct form with the pupils. Pedagogically, this correction of impressions while the curiosity and interest are still high is of great value and should by no means be neglected.

Besides the values of dictation which have to do directly with the psychology of the learning process, there are others which I might perhaps qualify as utilitarian. In a dictation exercise I always feel that the time is being used to the full by every pupil and that it is being filled with the use of the foreign tongue exclusively, except in a few of the variations I have mentioned. Although dictation is not as important as some other forms of discipline in modern language teaching—as constant practice in pronunciation, for instance—it does stimulate pupils to the too often neglected practice of preparing their work aloud. A poor showing in writing from dictation passages which he supposedly has prepared may hurt a pupil's pride and prod him to efforts which other means fail to bring forth.

Perhaps no exercise in the early years of French study is in all respects so exacting as dictation. It brings to light more kinds of weakness, probably, than any other. This in itself constitutes an important practical value to the instructor, in showing what matters need special attention.

A more specific test value deserves further emphasis. I have often been prompted to dictate a passage from the day's lesson as a test of preparation, not a perfect one, I confess, but fairly satisfactory. As a real gauge of those pupils who, in spite of our efforts, persist in depending for their recitation upon words "cribbed" in their books, I find that frequent dictation to be translated is very wholesome. By expectation of such a test at any time, requiring knowledge of the lesson on the part of every member of the class, pupils are held to more regular preparations; and with boys, at least, it is my experience that some such stimulus is highly desirable.

With careful preparation thus reasonably assured, and the equivalent of a recitation obtained from every pupil by the written exercise, much less time need be devoted to translation in class by teachers (and they are many) who still believe that translation is an important part of modern language study. Explanation of

passages which have offered difficulty may often be sufficient and the rest of the time may more profitably be given to questioning in French upon the text prepared, to practice in reading, to oral sight translation, and to other forms of recitation. The dictation exercise, thus used, can be a great time saver, having in this respect also a value by no means negligible.

Before closing let me add one or two suggestions which may be useful. In dictating a passage it is probably best to read a whole sentence, then to reread it in short word groups, then to read again as a whole. At the end the entire passage should be read through fluently. Classes must be trained not to expect repetition for individual difficulties, or the teacher will invite constant interruption and the whole exercise will be disorganized. Lastly, the dictation exercise should be short.

Wabash College

GERMAN FICTION SINCE THE WAR

By LILIAN L. STROEBE

WITH the return of the teaching of German in our schools a new interest has been awakened in post-war Germany and many teachers feel the need of some more information about the country than they can get from newspaper reports. And it is by no means easy to get a clear insight into the many phases of present day conditions in Germany, as no other country has changed with and since the war as much as Germany has. The reading of good fiction was and is one of the best ways of acquiring a real knowledge of what is going on in the minds of the people and in every-day life, and I should like therefore to give the titles of some books of fiction which give a good picture of the different aspects of Germany in the present time.

Some of the writers who were well-known before the war have given us some interesting new works. Klara Viebig's latest novel *Der einsame Mann* (1925, Deutsche Verlagsanstalt, Stuttgart, 289 pages), is a simple and touching story of a lonely elderly man who befriends a widow and her son. Immediately after the war appeared a very interesting book of hers: *Die Töchter der Hekuba* (1918, Deutsche Verlagsanstalt, Stuttgart, 290 pages), a harrowing tale, but wonderfully written, of the lives of women and children at home toward the end of the war. Her next novel *Das rote Meer*, is a continuation of the *Töchter der Hekuba*, but perhaps not quite so well done.

The events of the revolution which ended the war are very well pictured in Kellermann's *Der neunte November*, (1921, Fischer, Berlin, 474 pages), the only really good description in fiction of the revolution. How the revolution affected life in the smaller cities, particularly life in one of the small Thuringian court cities, is well described in Bloem's *Die Herrin*, (1921, Leipzig, Grethlein, 435 pages). The heroine of the novel is an actress, herself a child of the people who rises during the revolution and finally becomes the "Direktor" of the former court theatre.

How the rationing of food, particularly of butter, milk and eggs, and the red tape connected with it, functioned in the country, is described in a most humorous and delightful way by Peter Michel in *Die Geschichte von der Butter* (1920, Langen, München, 337 pages). It is quite a document and will be of interest to the student of economics in years to come. It certainly proves the truth of the classical sentence: Einem Grafen auf der Kriegsschule kann man das Brot vorschneiden, aber nicht einem ländlichen Arbeiter.

Perhaps the most comprehensive and gigantic picture of contemporary German life is contained in Wassermann's *Christian Wahnschaffe* (1920, Fischer, Berlin, 885 pages), but it is hard reading, not very clear and contains more than eight hundred pages. It has been translated into English under the title *Illusion*. Wassermann's latest book *Faber oder die verlorenen Jahre* (1924, Fischer, Berlin, 267 pages), is shorter and not quite so difficult to understand. It is a deep psychological study of a man who returns after seven years of war and imprisonment in Siberia and of his struggles to adjust himself again to the conditions of his former home.

Among the writers of fiction who have come to the foreground lately, Sophie Hoechstetter and Klara Ratzka seem to me the ones who know best how to combine a deep understanding of character with poetic charm. Ratzka's *Die Familie Brake* (1920, Fleischel, Berlin, 400 pages) is perhaps not so much a novel as a very interesting description of a large family who live in one of the quiet old low-German cities with beautiful old houses and hidden gardens. Hoechstetter's *Brot und Wein* (1921, Bücherleseverlag, Leipzig, 207 pages) I should like to recommend very highly. It is a simple story the scene of which is laid in a small old Bavarian university town. The father, a famous biographer of the ruling house, the brothers, the most correct type of the German "Reserve Offizier" and the daughter, the heroine of the story, who cannot be educated up to this superficial ideal of correctness, are all living people whom we all have known and met frequently. Another of her novels, *Der Scheinwerfer*, takes us into the turmoil of post-war days in Berlin.

It is interesting to see that the same problems seem to attract the attention of writers in different countries at the same time.

So the problem of artificial rejuvenation which gave rise here to the much read novel, *Black Oxen*, has an interesting German counterpart called *Das Geheimnis der Pauline Farland*, by Kahlenberg (1922, Ullstein, 250 pages, poor print but very inexpensive).

Plenty of good short stories have been written within the last years, and it is to be hoped that some of the material will be made accessible for high school and college reading. Alice Berend in *Einfache Herzen* (1920, Zellenbücherei, 94 pages, poor print but very inexpensive) gives us simple and true sketches of people in the Thuringian mountains, some of them not beyond the understanding of high school students in language and content. More pretentious is a collection of short stories edited by Max Krell, *Die Entfaltung* (1921, Rowolt, Berlin, 278 pages), which gives a good picture of the development of the expressionistic school.

Friends of music and of mountains will spend some most enjoyable hours with the three stories of Karl Hans Bartsch collected in a volume called *Musik* (1924, Staackman, Leipzig, 328 pages). The first story which relates an incident connected with Mozart and one of his operas, can well be compared with Möricke's *Mozart auf der Reise nach Prag*. The two others take place in post-war days in the lovely old town of Salzburg, and nobody knows and loves this delightful old place better than Bartsch. His latest volume of novels *Südhauch* (1924, Zürich, Orell Füssli, 216 pages) contains twelve stories of Austria, especially of the South, well worth reading.

The last few years have given rise to some interesting autobiographies of well-known men and women of letters. From the literary and artistic point of view Isolde Kurz, *Aus meinem Jugendland* (1919, Deutsche Verlagsanstalt, 264 pages), seems to me the best one. Braun-Artaria, *Von berühmten Zeitgenossen* (1919, Beck, München, 265 pages) also gives an interesting account of the literary life of the last century.

None of the books mentioned are war books in the narrow sense, reports and descriptions of warfare and fighting. Of course there are an endless number of books of that kind and it seems to me that we read more than enough in every language. But to anybody who can still read war books and who would like to read what thinking people wrote during war time, I should like to recom-

mend Leon Frank's *Der Mensch ist gut* and Fritz von Unruh's *Opfergang*. These two authors are in the same class as Barbusse and Romain Rolland and their books are strong documents against war.

It would be easy to add many more titles; it is remarkable that a country as poor as Germany has been able to print so much fiction within the last years. Of course, most of these books are, like the contemporary works of other countries, not great works of art and they may not stand the test of ages, but they give a good picture of contemporary German life and are therefore well worth reading for the student or teacher of German.

Vassar College

THE STATUS OF SPANISH IN THE STATE AND PRIVATE
UNIVERSITIES AND REPRESENTATIVE COLLEGES
IN THE UNITED STATES

By JOHN THOMAS LISTER

IN ORDER to obtain definite information concerning the position that Spanish occupies with regard to German and French in the curricula of American institutions of higher learning the appended questionnaire was sent to the Registrars of all the state universities of the country and to many representative private colleges and universities as well:

To meet the Modern Language requirement for a Bachelor's degree in your College of Liberal Arts, do German, French, and Spanish have an equal standing? Yes. No.

If not, which one is excluded? German. French. Spanish.

Responses were received from the state universities, with the exception of the University of Virginia, and from very nearly all of the other universities and colleges addressed.

Those institutions which make no distinction whatever in the ranking of, or credit given for, the three languages are listed below in alphabetical order according to states.

Spring Hill College, and University of Alabama; University of Arizona; Arkansas College, Hendrix College, and University of Arkansas; College of the Pacific, Mills College, Occidental College, Pomona College, University of California, University of Southern California; Colorado College, University of Denver, University of Colorado; Yale College; University of Delaware; Rollins College, Stetson University, University of Florida; Mercer University, Georgia Wesleyan College, Oglethorpe University, Piedmont College; University of Chicago, Eureka College, Knox, Lombard, James Millikin, Illinois Wesleyan; Butler, DePauw, Earlham, Evansville, Wabash, Indiana University; Coe, Cornell College, Drake, Grinnell, Morningside, Parsons, Penn, Simpson, Iowa Wesleyan, University of Iowa; Emporia, Ottawa, Washburn, University of Kansas; Centre College, Georgetown, Transylvania, Kentucky Wesleyan, University of Kentucky;

Louisiana University, Tulane; Bates, Colby, University of Maine; Goucher, University of Maryland; Amherst, Clark, Mount Holyoke, Smith, Wellesley; Albion, Alma, Adrian, Hillsdale, Kalamazoo, Olivet, University of Michigan; Carleton, Hamline, Macalaster, University of Minnesota; Millsaps, Mississippi College, University of Mississippi; Central, Drury, Park, Westminster, Missouri Wesleyan, William Jewell, Washington, University of Missouri; University of Montana; Cotner, Doane, Grand Island, Hastings, University of Nebraska; University of Nevada; Dartmouth, University of New Hampshire; Princeton, Rutgers; University of New Mexico; Adelphi, Alfred, Colgate, Columbia, Cornell, College of the City of New York, Elmira, Fordham, Hamilton, Syracuse, New York University, Union College, Vassar; Jamestown, University of North Dakota; Davidson, Lenoir-Rhyne; Salem; Adelbert, Akron, Ashland, Baldwin-Wallace, Bluffton, Cincinnati, Defiance, Denison, Findlay, Hiram, Heidelberg, Lake Erie College, Miami, Mount Union, Muskingum, Oberlin, Ohio Northern, Otterbein, Ohio University, Ohio State University, Toledo, Wesleyan, Wittenberg, Wooster; Phillips, University of Oklahoma; Pacific College, Pacific University, University of Oregon, Williamette; Albright, Beaver, Gettysburg, Lafayette, Bryn Mawr, Muhlenberg, Pittsburgh, Pennsylvania State College, Swarthmore, University of Pennsylvania, Ursinus, Waynesburg, Westminster, Wilson; Brown, Rhode Island State College; Presbyterian College of South Carolina, Lander, University of South Carolina; University of South Dakota, Huron, Yankton; Marysville, Chattanooga, University of the South, Southwestern Presbyterian University, Vanderbilt, University of Tennessee; Baylor, Texas Presbyterian College, Rice, Southern Methodist University, University of Texas; University of Utah; University of Vermont, Middlebury; Emory and Henry, Hampden-Sidney, Richmond, Roanoke, William and Mary, Washington and Lee; Beloit, Lawrence, Ripon, University of Wisconsin; Walla Walla, Whitman, University of Washington; Bethany, Wesleyan College, University of West Virginia; University of Wyoming.

There must now be considered those colleges which do discriminate among German, French, and Spanish with the reasons

for such differences in ranking or credit. In a few instances personal or local considerations have had an influence in such matters, a disclosure of which could not properly appear in a discussion such as this.

In the University of Redlands students who are looking forward to graduate work are advised to take German or French or both. Stanford University does not accept Spanish as meeting the Modern Language requirement. In the case of some science majors, German or French is required, but so far as requirements for the degree is concerned, German, French and Spanish have equal standing at Whittier. Trinity College accepts all three of the languages for the bachelor's degree, but work in German and French is required for the B. S. degree, and in one of them for the A.B. degree. German and French are required at Wesleyan University (Connecticut). At present German is not offered in the Florida State College for Women and at Shorter College and at Georgia State College for Women. Emory University discriminates against Spanish. The University of Georgia rejects Spanish in pre-medical courses. The University of Idaho accepts any of the three languages for the A.B. degree, but specifies German or French for the B.S. degree. At the University of Illinois "candidates for the degree (A.B.) who have not offered Greek or Latin or French or German for entrance, must offer one of these languages for graduation." "Spanish is not excluded but does not have equal weight" at Bowdoin. Johns Hopkins requires two advanced courses—one of which must be either French or German. For the A.B. or B.S. degrees, students in Harvard College must take French and German. Tufts College does not accept Spanish as meeting the language requirements, nor does Williams. Hope College does not offer courses in Spanish. "It (Spanish) is not accepted as a major but may be offered to meet the general language requirements when the major has been selected from some other department" in Missouri Valley College. German is not offered at present in York College. Hobart College, like Marietta, allows a student to continue in Spanish if he has offered that language for entrance, otherwise he must take either German or French. A student at the University of Rochester can not meet the requirements with Spanish, nor at Barnard College or Wells

College. Guilford accepts Spanish on an equality with German and French for the B.A. degree, but not for the B.S. degree. In Trinity College (Duke University) the three languages have equal standing in the "general group leading to the degree of bachelor of arts. In special groups leading to the same degree, Spanish does not rank with German and French—for example, in pre-medical, college and high school teaching group, etc., French and German are required."

"For the degree of S.B. in Chemistry the University of North Carolina requires French and German. Similarly for the S.B. in Medicine (either French or German or both) and in the Pre-medical or Pre-dental course either French or German is required," otherwise the three languages are of equal standing. In the classical course, leading to A.B., and in the philosophical course, leading to Ph.B., all three languages have equal rank at Kenyon, but for the scientific course leading to B.S. French and German are required and Spanish is elective. German is not offered in the University of Tulsa, and Reed College does not offer courses in Spanish. Allegheny allows the student to elect Spanish as a "second language," but not as a "first language." Dickinson College requires "work in two languages of the group, Latin, Greek, French, German. If the degree is to be A.B., Latin or Greek must be taken. If both Latin and Greek are taken, no modern language is compulsory. Spanish is a purely elective subject offered to the advanced students." At Franklin and Marshall College only German and French are accepted as the required languages for the B.S. degree, while any one of three languages may be elected for the A.B. degree and for the B.S. degree in Economics. Grove City College finds no demand for German, consequently is not offering it. In Haverford, Lebanon Valley, Thiel, and Washington and Jefferson, Spanish is not accepted as meeting the language requirement, and Susquehanna University allows Spanish at one-third less credit. Spanish may be taken as an elective, but two years of German and two years of French are required for the B.A. degree at Lehigh University. At Furnam University "German and French have equal standing to meet modern language requirements for B.A. degree. Spanish is taken only as an elective for this degree. All three have equal

standing for the B.S. degree." Columbia College (S. C.) and Wofford College do not allow Spanish to meet the requirements." "A year's work in beginning Spanish receives only two-thirds credit, but after the first year Spanish is on a par with other languages" at Southwestern University (Texas). Hollins College does not accept Spanish to meet the modern language requirement. German is not taught in Salem College (Va.). College of Puget Sound requires French or German for the B.S. degree, to the exclusion of Spanish, "otherwise Spanish has equal footing and a great deal more interest than German." "Spanish is very much in demand but does not have equal ranking with French and German" at Davis and Elkins College.

This survey indicates that Spanish has become firmly established in the curricula of the most important institutions of higher education in our country. In the opinion of the writer three factors have aided in accomplishing this result: (1) better trained teachers who employ sound methods of instruction; (2) the practicality of Spanish in commercial affairs; (3) the wealth of Spanish literature which is being opened in some instances for the first time by the outstanding scholars. It is indeed gratifying to those who know the value of Spanish to see it placed on a parity with other modern languages.

College of Wooster

WARNING

Serious complaints have reached some of the officers of our FEDERATION concerning the unethical and unsatisfactory management of certain study tours to Spain in the last several years. The JOURNAL is making a serious effort to satisfy itself that tours whose advertisements appear in our pages will be satisfactory. We have already refused advertisements for some tours concerning whose reliability we are not able to satisfy ourselves. If any of our members are thinking of going to foreign countries with educational tours whose advertisements we do not carry, we should advise them to consult us before committing themselves. They may write to the EDITOR or to our PRESIDENT.

Notes and News

ADIÓS

With this issue, the term of the Managing Editor of the JOURNAL comes to an end. During the past four years, he has done what he could to maintain the high standard set by his predecessors in that office. He is acutely conscious of his sins of omission and commission, but he has made a sincere effort to stimulate an interest in the scientific study of our teaching problems, and to maintain a spirit of harmony and good fellowship among the various groups of his constituents. In presenting his valedictory, he desires to express his hearty thanks to his colleagues on the Editorial Board, to the contributors and to many sympathetic critics for their friendly co-operation and help.

He also takes pleasure in announcing the election by the Executive Committee of Professor Bert E. Young, Professor of French at Indiana University, as his successor. Professor Young brings to his new position a thorough understanding of the many questions related to the teaching of modern languages. He has been actively identified with the work of several of our organizations and enjoys the respect and confidence of all those who have been associated with him. He will have an opportunity to take advantage of the awakened interest in scientific pedagogical investigation of modern language problems that has been fostered by the Modern Language Study. We offer him our congratulations on his election to the post of Managing Editor.

Announcement should also be made of the retirement of Mr. Arthur G. Host from the position of Business Manager which he has held with conspicuous success for the last four years. Our affluent financial state—comparatively speaking—is largely due to his energy and initiative. He deserves the hearty thanks of the readers of the JOURNAL for the good work that he has done. The Executive Committee has elected as his successor Professor C. H. Handschin, who, in the words of the toastmaster, “needs no introduction to this audience.” As we all know, Professor Handschin has served for many years as Secretary of the National Federation, and enjoys a wide acquaintanceship among modern language teachers. His enthusiasm and energy are a sufficient guarantee of the success of his administration of the business affairs of the JOURNAL.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS

Minutes of the Executive Committee meeting held at the University of Chicago, December 29-30, 1925.

1. President J. D. Fitz-Gerald reported on the proposition of affiliation with the World Federation of Education Associations, and with the National Education Association as follows: The exact form of our coöperation with the N. E. A. to be further discussed with its secretary; affiliation with the World Federation would entitle our Federation to representation at Biennial Congress of The World Federation and the intervening biennial meetings; the fee for our Federation would range from \$25 upward per year.

2. It was moved and carried that Mr. Fitz-Gerald be authorized to pursue his investigations further, to submit the data to the members of the Executive Committee by mail and that this matter be made an item of business at the next, annual meeting of this Committee.

3. The Secretary-Treasurer's report including that of The Business Manager was read and approved and Profs. W. A. Beardsley and H. A. Smith were appointed to audit the Secretary-Treasurer's accounts. The business of the meeting was itemized in advance by the Secretary; there was a preliminary discussion of the elections to be held, whereupon adjournment was taken until the following morning at nine o'clock.

December 30, 1925—9 A.M.

1. After further discussion of the staff and policies of The Modern Language Journal, C. H. Handschin was elected Business Manager, and B. E. Young, Managing Editor. J. Hatheway and Lawrence A. Wilk's were elected Associate Editors.

2. Moved and carried to increase the honorarium of the Managing Editor from \$200 to \$250 per year without provision for office expense.

3. Moved and carried that \$2900.00 be set aside as a reserve fund which is to be increased as finances permit; that the Secretary-Treasurer and the Business Manager act as custodians of this reserve fund, that these funds be kept invested in U. S. Government bonds and that this reserve cannot be drawn upon except upon at least one year's notice to the custodians.

4. It was proposed that the Managing Editor be given a free hand in arranging the functions of his staff. It was moved and carried that this matter be made an item of business at the next meeting.

5. Moved and carried that the "Synopsis Caption" of the JOURNAL contain synopses of the leading foreign Modern Language Journals and of the most important modern language books in the field of French, German and Spanish.

6. Moved and carried that this Committee commend the work of The Modern Language Study and also the plan of carrying on the investigation even after the Study as at present organized passes out of existence, and that the secretary be authorized to communicate this action of the Executive Committee to The Carnegie Corporation, The American Council on Education, The Modern Language Study and the U. S. Bureau of Education.

7. Moved and carried that article 4 of affiliated Groups Regulations be amended to read: That all groups whether city state, or regional which furnish a minimum of 200 subscribers shall be granted a rate of \$1.50 under the same conditions, and affiliate membership, without representation (on the Executive Committee).

8. The following were elected officers of the Executive Committee for the ensuing year: President, J. D. Fitz-Gerald; Vice President, C. W. French; Secretary-Treasurer, C. E. Young.

Respectfully submitted,

C. H. Handschin

Secretary-Treasurer.

NOTES FROM IOWA

On February 26 and 27, the State University acted as host to the modern foreign language teachers of the state. The occasion was the annual conference which the modern language departments of the University and the University Extension Division provide for these teachers. The conference was well attended and was the most successful that has been held in recent years.

At the first session held on the afternoon of February 26, after an address of welcome by George F. Kay, Dean of the College of Liberal Arts, addresses were made on "The Business of Teaching," by Colbert Searles, Professor of Romance Languages, University of Minnesota; "The Human Quality in Spanish Literature," by Hayward Keniston, Professor of Spanish, University of Chicago; "On the Relation of French-English and How the French Teacher Can Enlarge Pupils' Vocabulary," by Miss Lilly Lindquist, Supervisor of Foreign Languages in the Public School System of Detroit, Michigan; and "Correlation of Reading and Grammar in Elementary Spanish," by Ralph E. House, Professor of Romance Languages, University of Iowa. This session was followed by pedagogical conferences at which Charles Frederick Ward of the University of Iowa spoke on "Two New Ideas in Teaching French" and I. G. Probst of the University of Iowa discussed "Problems of First Year Spanish." In the evening, Molière's *le Malade Imaginaire* was presented by members of the French Club of the University of Iowa, under the direction of Miss Josephine Daus.

At the morning session of February 27, the following papers were presented: "What Can We Modern Language Teachers Learn from Goethe?" by A. R. Hohlfeld, Professor of German at the University of Wisconsin; "Measuring Achievement in the Modern Foreign Languages," by Professor Keniston; "Some French Notions of Education," by Professor Searles; and "Neither Objectives Nor Methods," by Stephen H. Bush, Professor of Romance Languages, University of Iowa. This session was followed by pedagogical conferences at which Professor C. E. Young of the University of Iowa spoke on "New Textbooks in French"; and Professor E. K. Mapes, of the University of Iowa, discussed "Problems in Second Year Spanish Reading."

At the afternoon session the following papers were presented: "What a Modern Language Teacher Needs Most," by Miss Lilly Lindquist; "The Study of the Foreign Country and its Civilization," by Professor Hohlfeld; "How to Set and Mark a Modern Examination," by Professor Giles Murrel Ruch of the University of Iowa; and the "Value of Poetry in the Teaching of Modern Languages," by Professor Bonno Tapper of the University of Iowa.

C. E. YOUNG

University of Iowa

NORTH CAROLINA NOTES

The general meeting of the North Carolina Modern Language Association was held at Raleigh on March 19. The meeting was called to order by the President, Dr. S. E. Leavitt of the University of North Carolina. Dr. Barney of the North Carolina College for Women reported on the work of the Modern Language Study Committee. The relative advantages of forming a Southern Association or of affiliating with the Association of the Middle States and Maryland were discussed and a committee consisting of Professor Fleagle, Professor Cowper and Dr. Barney was appointed to report on this question.

The following officers were elected for the year 1926-27: *President*, Miss Inabelle Coleman, Greensboro High School; *Vice-president*, Professor Gorrell, Wake Forest; *Secretary-Treasurer*, Miss Meta Helena Miller, North Carolina College for Women.

The French Group Meeting, was under the chairmanship of Professor H. R. Huse of the University of North Carolina, who reported the results of the investigations of a committee of Chapel Hill professors into the courses of study in the United States in Modern Languages, a work undertaken at the request of the Modern Language Study Committee. The Work of the Middlebury School of French was discussed by Professor René Hardré, of the North Carolina College for Women.

At the German Group Meeting, Dr. Krumpelmann gave the results of a questionnaire concerning the present status of the study of German in the secondary schools and colleges of North Carolina. According to his report the study of German in the colleges is enjoying a steady and healthy growth, led by Duke University with a total enrollment of 427, constituting about 33 per cent of the entire student body. Miss Caroline Schoch, of the North Carolina College for Women, read a very helpful paper on the selection of readers for the first and second year courses; and Professor Toy of the State University discussed the general qualifications of a teacher of German.

At the Spanish Group Meeting, Mrs. Helen M. Laughlin of Central High School, Charlotte, spoke on the presentation of the Spanish subjunctive. Mr. Blythe of Davidson College spoke on laboratory courses and parallel reading; Mr. Steinhauser of Duke University read a paper on prognosis tests; Miss Lavery discussed the Spanish Club at the North Carolina College for Women; and Dr. Leavitt spoke on the subject of the American Association of Teachers of Spanish and on the desirability of forming a chapter in North Carolina.

A Committee under the chairmanship of Professor S. E. Leavitt has published in a brochure the results of its study of the teaching of French and Spanish in the secondary schools of North Carolina. It is hoped that this carefully prepared outline will be of service in standardizing the high school courses in French and Spanish in that state.

Obituary

We have learned with deep regret of the death of Professor Albert A. Méras of Teachers College, Columbia University, on March 1. Professor Méras graduated from the College of the City of New York in 1900, obtained his M.A. from New York University in 1904, and his Ph.D. in 1908. He was visiting professor at the University of Paris in 1922-23. Among his publications which are well known to French teachers are *Le Premier Livre*, and *Le Second Livre*; *Petits Contes de France*; and *La France éternelle*. His death is a distinct loss to the teaching profession in this country and will be especially keenly felt by the friends and students who enjoyed the privilege of intimate association with him.

ENROLLMENT IN THE DIFFERENT FOREIGN LANGUAGES IN HIGH SCHOOLS
March 1926

TERMS	I	II	III	IV	V	VI	VII	VIII	Totals
French	9363	8304	8398	6221	3230	2671	290	176	38653
German	1943	1598	1109	899	354	311	28	13	625
Greek	50	58	32	23	12	7			185
Italian	439	245	237	190	109	90	12	12	1432
Latin	7276	6751	5339	4210	2194	2109	344	298	28521
Spanish	10198	8523	5985	4297	1663	1478	177	94	32415
									107460
Grand Totals—Modern Languages						78757			
Grand Totals—Ancient Languages						28703			

AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH
UNIVERSITIES

Announcement has just been made that Oscar V. Petty and Walter H. Storer have been awarded American Field Service Fellowships in the field of Romance Languages for study in French universities. Mr. Petty received his Bachelor's degree at the University of Kentucky and took his Master's degree at Columbia University. Mr. Storer is a graduate of the University of Illinois and received his Doctor's degree from that institution.

THE HOHLFELD ANNIVERSARY VOLUME

The many friends of Professor Alexander Rudolph Hohlfeld of the University of Wisconsin will be glad to learn of the publication of a volume entitled "Studies in German Literature," by the University of Wisconsin Press which consists of scholarly contributions made by his students and colleagues to celebrate his sixtieth birthday.

This handsomely printed volume contains the following articles which will be read with interest by specialists in German: "Anatole France and Goethe," by Albert William Aron; "Heinrich von Kleist's Pursuit of Happiness," by John Charles Blankenagel; "Die Motivierung aus dem Unbewussten bei Heinrich von Kleist," by Friedrich Bruns; "The Religious Views of Gerhart Hauptmann as Reflected in His Works," by Gottlob Charles Cast; "The Attitude of Andreas Gryphius Toward the Supernatural," by M. Blakemore Evans; "Zum Problem von Goethes *Clavigo*," by Ernst Feise; "Die Frauen in der mittelhochdeutschen Spielmannsdichtung," by George Frederic Lussky; "Three Translations of Goethe's *Iphigenie auf Tauris*," by Bayard Quincy Morgan; "Richardson in the Moral Weeklies of Germany," by Lawrence Marsden Price; "Rhythmus und Persönlichkeit in Goethe's *Faust*," by E. Prokosch; "Tolstoi und Krüger: Eine Darstellung ihrer

literarischen Bezeichnungen," by Charles Maltador Purin; and "Blätter aus meiner Schillermappe," by Edwin Carl Roedder.

Professor Hohlfeld occupies a unique position in this country because of his own contributions to German literary history, the stimulus that he has given students through his own inspiring personality and because of his keen interest in the problems of language teaching. We extend to him our hearty congratulations on the well deserved honor that has been paid to him by his students and colleagues.

THE PAN-AMERICAN UNION AND THE STUDY OF SPANISH

The Division of Education of the Pan-American Union has issued an interesting memorandum on the importance of the study of Spanish in this country. Attention is called particularly to the remarks recently made by the Secretary of State, the Honorable Frank B. Kellogg who urged the desirability of an exchange of American students with South American institutions of learning.

Reviews

CUENTOS, ROMANCES Y CANTARES. A Collection of Spanish Popular Tales, Ballads, and Songs. Edited with Conversational Exercises, Notes, and Vocabulary by AURELIO M. ESPINOSA, Ph.D., Allyn and Bacon, Boston. [1925.] X—129 pp.

This attractive little reader designed for first year Spanish classes in high school or college is divided into three parts. The first, entitled *Cuentos Populares*, is made up of eight short modern Spanish folk-tales, collected in Spain by the editor himself, and of one story taken from the Calleja collection of folk-lore. Each selection is followed by *Ejercicios* consisting of *Preguntas*, *Conjugaciones*, and a *Reproducción oral del cuento*.

The second part, under the caption *Romances Populares*, presents five ballads, together with the melodies of the first three. The last two are the Cid ballads, Nos. 731 and 739 of Durán's *Romancero General* (B.A.E. X). Each of the five ballads is introduced by a short prose selection which explains its historical setting and each, except the last, is followed by *Ejercicios* similar to those of the first part.

The third part, headed *Cantares*, contains the words and music of seven modern Spanish popular songs. Five of these are from a collection made by Don Rafael Benedito of Madrid. The other two are reprinted from a Spanish publication.

The subject matter of the book, therefore, is as autochthonous as could possibly be desired. It is, moreover, simple, interesting, and culturally important. The music especially is a welcome addition to the small repertory of Spanish songs now available in American texts. The stories and ballads are beautifully illustrated with fifteen full page line drawings by the Spanish artist Marco. The whole text is well arranged and pleasing to the eye.

In spite of these admirable features, the critic may find a few faults in the book. The actual reading matter of the text covers less than thirty-five pages. This number might well have been increased by the addition of more detailed information concerning the setting of some of the ballads—the touching story of Alfonso XII and his cousin-wife, for example. The *Conjugaciones*, valuable as they are, lack variety, and some of the sentences offered for conjugation have apparently not been carefully thought out, for Nos. 2 and 3 on page 49 give very awkward results when put into the third person singular and plural.

The *Notes*, despite the statement in the *Preface* to the contrary, do not *explain* all difficult constructions. From the mere translation of lines 9–10 on page 8 no student will derive the reason for the use of the subjunctive *venga*, which not a few teachers will find difficult to explain. Many of the statements purporting to explain the use of such subjunctive forms as those on page 5, lines 20–21, page 15, line 17, *et al.*, are not complete. For the conscientious student the notes should also answer such questions as: What is the *Biscayan style* (p. 17, 1.27)? How is *caérsele* (p. 21, 1.15) to be explained? When does *St. John's eve* (p. 65, 1.2) come? In the discussion of Spanish versification no mention is made of *versos esdrújulos*. The old Spanish assimilation of *r* to *l* (*demandallo*, p. 52, 1.6) is not commented upon. The construction *se le paga* (p. 26, 1.26) might better be explained when it first occurs on page 25, line 20. Notes would not be out of place to explain *que* (p. 11, 1.10), *comérmelo* (p. 14, 1.27), and *Ya por ser usted* (p. 26, 1.13).

The text is practically free from typographical errors. Occasionally an accent has been omitted or misplaced. The following additions should be made to the *Vocabulary*: under *charco* add *puddle* (cf. p. 31, 1.4, *et al.*); under *ir* add—*para, to be approaching* (cf. p. 1, 1.13, and p. 8, ll.8–9); under *otro* add *the next* (cf. p. 27, 1.1 with p. 25, ll.16–17); under *salsa* change—*de bacalao* to *bacalao en*—(cf. p. 17, 1.25); under *subir* add *come up* (cf. p. 22, ll.4 and 6); under *tener* add—(*doscientos*) *años, to be (two hundred) years old* (cf. p. 1, 1.7).

One wonders how well the vocabulary of the animal stories and the historical ballads would satisfy the requirements of a strict frequency test for a first year reader. This is, however, a minor

matter. The text has as its purpose the very laudable task of introducing the pupil to the rich field of Spanish folk-lore, balladry and song. This purpose it will serve exceedingly well.

E. HERMAN HESPELT

Elmira College

GOTTFRIED KELLER, *DER GRÜNE HEINRICH*. Edited with introduction and notes by BARKER FAIRLEY, Associate Professor of German in University College, Toronto. Oxford University Press, American Branch, New York, pp. 240 (Text 166).

One looks with increasing satisfaction on the publishers' lists of German texts for school and college use. Not many years ago the student was almost justified in the inference that German literature consisted merely of three classical authors, who had neither contemporaries nor successors; other offerings were perhaps entertaining and instructive, texts excellently chosen for pedagogic purposes, but rarely impressive. But, as nowadays the teacher of music finds that works of eminent composers are often as easy as manufactured exercises, so the teacher of German may discover that untouched masterpieces of literature are really available for the class-room. Thus one greets with cordial welcome Professor Barker Fairley's edition of Keller's "Der grüne Heinrich."

In preparing a long novel for school use,—and Keller's work runs to nearly seven hundred pages,—an editor can hardly hope to present the novel in its entirety. He may essay to abridge or condense the text to the desired limits, as has been done, for example, in editions of Freytag's "Soll und Haben," or the much shorter "Katzensteg" of Sudermann. This process may be accomplished successfully perhaps if one has only the story element in mind; but the pruning inevitably sacrifices other equally important material, and the student gets an inadequate view of the novelist, except as to his control of the plot. Another method, the one which the editor has chosen in this instance, is to publish a part or parts of the text in complete form. Professor Fairley prints the first seventeen chapters of Keller's story in the version of 1879–80,—that is, between a quarter and a third of the whole work. This section corresponds to the "first book" in the version of 1854–55, and forms, as Professor Fairley points out, a definite and complete unit,—the account of Heinrich Lee's ancestry, the setting of his early life, his childhood and boyhood, the early development of his character, and the beginnings of his ambitions as an artist.

Professor Fairley's *Introduction* is a really important scholarly essay on Keller's novel and the problems of the novelist's relationship to his work. The solidity of critical judgment, which we expect

from a scholar, is combined with delicate and discriminating perceptions; he interprets and appreciates, and the whole is marked with much grace and charm of style. In "The writing of *Der grüne Heinrich*" the editor describes in detail the slow and often vacillating steps which mark Keller's progress in the composition of his great novel; he suggests the nature of Keller's various plans, and makes an effort to relate various points in the composition of the narrative to personal and intellectual experiences of the author, such as his first contact with the philosophy of Feuerbach. The first section of the *Introduction* is followed by an excellent comparison of the two versions of the story, brief but adequate; the material presented in the two editions is compared with special reference to omissions, additions, alterations, and rearrangements; parallel passages are placed in juxtaposition. In this way the editor demonstrates the superiority of the rewritten work, the maturing of the novelist's views of life, and the development of his art. Within narrow limits all this is admirably presented. In his "Analysis of the Text," Professor Fairley is primarily concerned with establishing the inner coherence of the novel. Starting from the elements of the "Jugendgeschichte," the part of the story given here, as modified and supplemented by Heinrich's later experiences, he presents the kernel of Keller's work as the development of the hero's personality; this supplies an organic unity, multifarious as the individual parts may be. Though the autobiographical elements are duly recognized, the editor proves that the novel is more than "a record of self-contemplation"; he shows its concern "with the great world, nature, and the lives of men," its well-nigh unparalleled richness of observation, its genial wisdom, its wholesome sanity. To use the editor's phrase, this "wonderful synthesis of memory and imagination" places Keller's story among the most interesting of human documents. In the remaining section of the *Introduction* Professor Fairley discusses "The Position of *Der grüne Heinrich* in Keller's Work," and "The Position of *Der grüne Heinrich* in Literature." The latter is intended to answer the questions which will arise as to the relationship of the story to other and earlier "Bildungsromane" and "Entwicklungsromane," to Goethe, and to Rousseau. The editor has used the very extensive literature on Keller with thoroughness and discretion, and his work is amply documented.

The text is that of the *Jubiläumsausgabe* of Keller's works. Either the editor or the publishers preferred to use Latin rather than German type, and the page is a distinctly pleasing one, even though such a word as *genussüchtig* gives one pause and should have been simplified. I would agree with the editor in not preparing a vocabulary for a text of this type; it would have been a thankless task. However, in view of the absence of a vocabulary, it would

seem that the notes might have been fuller. The question of annotation may have perplexed the editor, for the 166 pages of text might have been accompanied with an almost equal number devoted to notes, instead of barely 15,—had completeness been his aim. The notes are in themselves admirable; they consist for the most part of explanations of the more important allusions, references to passages in the earlier edition, which often throw striking illumination on Keller's mind and art, and parallels in Keller's other stories. They will be invaluable to teacher and student. Yet, as suggested, in the absence of vocabulary or glossary, the student, and many teachers, will doubtless find words and expressions on which more enlightenment is desired than is to be derived from the average dictionary. Apart from the notes to Chapter V, where the editor necessarily explains numerous archaisms, there are very few aids to the translation of the more difficult passages, a bare dozen of them. Editors would, of course, no more agree on the selection of passages for such annotation than on the choice of poems for an anthology; but, in view of the meagre supply of these notes, one may wonder why it was thought necessary to render "liess Gott herzlich einen guten Mann sein" as "bothered very little about him" (note to p. 78), or give a meaning for Colophonium (note to p. 150), which is found in any medium-sized dictionary. On the other hand, it would seem perhaps that "einigen altfranzösischen Schäferromanen" (p. 60) deserved an explanatory note, and "unser graue und rauhe Führer" (p. 178) will puzzle the student of accident.

Finally it might have been well to supply a brief connected account of Heinrich's experiences after the close of the seventeenth chapter. Much is to be inferred from the contrasted tables of contents for the two versions, as given in the *Introduction*, but, for the most part, the experiences are merely named there and not described; in other sections of the *Introduction* there are also many references to later events in the story, but they are usually introduced, after the fashion of the literary essay, as if the reader were already familiar with them. The student may, as the editor suggests, be induced to take up the novel at the eighteenth chapter and read on; he would not be deterred from doing so through the inclusion of such a *résumé*, probably the contrary would be the case. His understanding and his appreciation of Keller's work would doubtless be enhanced. Similarly, the student who begins his acquaintance with the great Swiss novelist through this volume, might appreciate a brief elementary record of Keller's life and work; for this the editor doubtless intends to refer him to the general histories of literature.

The points of possible criticism are, however, minor matters, and we may be heartily grateful for the edition with which Pro-

fessor Fairley has enriched our supply of German texts. The publishers have given the volume an unusually attractive dress.

HARVEY W. HEWETT-THAYER

Princeton University

PRÉCIS DE LITTÉRATURE FRANÇAISE, avec morceaux choisis, analyse littéraire, et glossaire. Par J. BADAIRE. xvii+231+55. New York. D. C. Heath and Co. 1926.

An elementary history of French literature, written in simple French, assuredly has its place among the texts of the second or third year. In this volume Mlle. Badaire offers a "Précis de Littérature," with accompanying *morceaux choisis*, literary analyses, and eighty-five illustrations, all within some two hundred pages. The undertaking is too extensive for the narrow confines.

In her preface the author states: "Notre but est de présenter à l'étudiant les meilleurs écrivains, ceux qui ont laissé un nom et exercé une influence," (p. v), and then omits entirely any treatment of Rabelais, Montaigne, Villon, Descartes, Dumas père the dramatist. . . . Surely the elementary character of the text is no excuse for the omission of these in a work which calls itself a "Précis." Or are they, as the author states in her preface, among those purposely omitted "qui auraient chargé la mémoire de l'étudiant sans enrichir ses connaissances"? (p. vi).

Evidently the book was written in haste, for every kind of error abounds. For example, one finds such inaccuracies in dates as: 1741 given for Rousseau's "Discours sur les Sciences et les Arts" (p. 112); 1814 for the date of Lamartine's tragic love affair with Mme. Charles (p. 140); 1823 as the date of publication of the first volume of Hugo's "Odes" (p. 145); and "L'Encyclopédie fit son entrée dans le monde en 1772" (p. 106). Inaccurate statements such as these may be found: "Diderot se passionna pour l'Encyclopédie, puis s'en lassa et l'abandonna" (p. 107); "Alexandre Dumas, père, originaire de la Martinique" (p. 165). Even in the *morceaux choisis* errors are frequent. Thus, in the last line of La Fontaine's "Le Chêne et le Roseau," *mais* for *et* (p. 36); in the third line of Ronsard's sonnet for Hélène, *lisant* for *chantant*, and *et* for *en* (p. 11); and in the twelfth line of Malherbe's "Consolation à Monsieur du Périer," *mon* for *son* (p. 16). In these selections such liberties have been taken as lifting bodily forty-one lines of Musset's "La Nuit de Mai" and entitling this excerpt "Le Pélican"

There are numerous statements presented to the student in an authoritative manner which are wholly false. As examples: "Vous trouverez (dans le Gringoire de Banville) l'atmosphère du XV^e siècle, la vérité des caractères" . . . (p. 13); "A cette époque les

gens de théâtre étaient excommuniés et personne en principe ne devait avoir de relations avec eux; aussi J.-B. Poquelin dut-il quitter Paris et changer de nom" . . . (p. 38); "Dès l'âge de quinze ans il (Hugo) montra un *tel* génie poétique" . . . (p. 145).

The résumés given do not resume. Those of Molière's "Le Misanthrope" and "L'Avare" (pp. 44, 45) and of Racine's "Andromaque" (p. 54) may be cited; or this for France's "Le Crime de Sylvestre Bonnard": "histoire d'un bon vieux savant qui se trouve pris dans l'appareil redoutable de la loi." Furthermore, they frequently contain gross inaccuracies, such as: "L'Empereur Néron est jaloux de son *frère* Britannicus" (p. 54); or "Phèdre est jalouse du fils de Thésée" (p. 55).

Among the numerous illustrations are some forty portraits, of which number quite a few are irrelevant. Such are: "Le Duc de Bourgogne" (p. 73); and "Les Funérailles de Victor Hugo" (p. 146). Facsimile autographs by no means always accompany the author to whom they belong, but are inserted here and there "au petit bonheur."

In the Vocabulary all names of cities are listed only as being in such or such a "département." For example, Dijon is stated as being: "A city in the département of Côte d'Or"; and Saint-Malo as: "A town in the département of Ille-et-Vilaine." This means nothing to the average student. How much more enlightening the explanation would be, if changed to read: "Dijon: City some two hundred miles S.E. of Paris; capital of old province of Bourgogne" and "Saint-Malo: Fishing town on the Breton coast."

Some of the statements contain bits of irony quite beyond the grasp of the students for whom the book is intended: "Boileau ne se maria pas, sa longue existence s'écoula paisible". . . . Some go further: "Maurice Barrès était né à Charmes. Comme tous les jeunes gens de sa génération, il vint à Paris vers l'âge de vingt ans et se fit bientôt un nom dans les lettres" . . . (p. 220).

Sufficient faults in the text in question have been cited to show it to be an extremely loosely-constructed and carelessly-written piece of work. The one bright spot is the selection of *morceaux* which, in the main, are representative of the best work of the respective authors.

The book itself is attractively bound, the quality of the paper is excellent, and the type unusually clear. It is to be regretted that a work thus happily presented should upon examination reveal so many weaknesses.

LAURENCE HERVEY SKINNER

Miami University

SEGUNDAS LECCIONES DE ESPAÑOL, por CAROLINA MARCIAL DORADO. Ginn and Co., 1925.

This little book is intended to follow Miss Marcial Dorado's "Primeras Lecciones" or any other first year book. It contains 54 lessons with verb tables and vocabulary.

The Spanish text deals very largely with the history of Spain. It is throughout fresh, simple, appropriate and interesting. The questions for oral practice are simple and sensible. The explanations of points of grammar are given in English, as they should be. There is perhaps an advantage in having such explanations given in both English and Spanish but if only one language is to be used, let it by all means be English. The exercises are varied, practical and sufficiently ample.

As the book presupposes a year of study, a good deal of freedom is used from the outset in the employment of the forms of irregular and radical changing verbs. So on page 13, *pierden*; page 16, *vuelvan*; page 20, *llueve*. This is not likely to occasion much difficulty but as such forms are usually not listed in the vocabulary, an occasional reference to the proper section of the verb table might not be out of place.

On almost every page one finds evidence of the hand of the experienced teacher. Take for example the statement on page 26, §17, e. "The present is also frequently used instead of the future"—the fact is simple enough and evident enough, and important enough, but many books make no reference to it. The section on *ser* and *estar* on page 31, is another case in point. Seldom are the distinctions between the two verbs made so apparent. The statement in regard to the irregular imperfects (page 33), and the remark about *de quien* and *cuyo* (page 87) are further instances of the same thoughtful appreciation of the learner's needs. Such sections as 10, c. on the position of the adjective; 25, on the position of pronoun objects; 45, d, on reflexive verbs will tend to temper the dogmatism of certain teachers who are not to the language born.

On page 62, a list is given of the irregular futures and conditionals. The formation has already been explained on page 58. It would have been well to point out that any irregularity which appears in the future also appears in the conditional. A little explanation as to why the conditional is classed as a tense rather than as a mood would also be helpful.

In explaining the radical changing verbs (pages 89 ff.), the forms which show a variation from the vowel of the infinitive are listed, but the reason for the variation is not stated. Of course something must be left to the teacher but some reference to the accent would have been desirable.

Probably one of the hardest things to explain to English speaking pupils is the use of the "present participle or gerund." The difficulty arises very largely from the loose use of the term "participle" in English. The popular understanding seems to be that any work ending in *ing* is a participle. The author speaks in section 87 of gerund, participle, participial form and verbal noun. In section 43 d, she speaks of the present participle and in 43 e of the gerund and the participle. The learner is bound to be confused and the average teacher will not help him. I have found that sometimes the form commonly called an infinitive is termed a gerund. While such confusion in English terminology exists, the only way out of the difficulty is for the author of a Spanish textbook to explain the terms both for Spanish and for English and to give a large number of illustrations in both languages.

Attention should be called to the treatment of *por* and *para*, page 147 ff. It is a pleasure to find a difficult point so well treated.

The typography of the book is excellent and so are the illustrations. The proof reading has been well and carefully done. The vocabulary appears to be complete, although, in the reviewer's opinion, irregular verb forms might well have been more freely listed. The book is characterized throughout by strong common sense and is a welcome addition to the list of textbooks for the study of Spanish.

JOEL HATHEWAY

GERMAN GRAMMAR FOR BEGINNERS by EDWARD FRANKLIN HAUCH, Oxford University Press. 1925. vii+184 pp.

This little book is somewhat of a novelty in that it definitely does not purpose to be a beginner's lesson-book with reading and grammar work closely articulated. It is intended solely as a summary of grammar with appended drill exercises to be used in connection with reading material to be chosen by the teacher. A few specimen selections on pages 137-144 are offered as material for the first few weeks of the beginner's course and may be considered as suggestive of the kind of reading the author would propose. The author's objective is a usable reading knowledge of the language. His suggestions in regard to the treatment of reading material are in line with what is now generally accepted. (I may properly refer here to an interesting article by Professor Hauch on the objectives of an elementary language course in the 1922 *Jahrbuch* of the *Monatshefte für deutsche Sprache und Pädagogik*.)

The grammatical material is arranged in the usual logical groupings but it is presented piecemeal, each grammatical fact

or group of facts being followed by some conventional drill: declension or conjugation and by English sentences to be translated into German. Any exercises in German must be supplied by the teacher. This piecemeal treatment occasionally leads to confusion. For instance, in par. 32 the title announces *plurals in -e, -er, -(e)n* but no further mention is made of the *-en* nouns at this place. To be sure, the masculine nouns with *-en* ending in the plural had been touched on several paragraphs earlier in the discussion of the formation of the genitive singular. On the other hand, the grammatical facts are presented clearly and simply and with cautious reserve in refraining from too much detail.

In addition to the grammar and the drills the book offers sections on word study, particularly of such groups as *denken, glauben, danken, kennen, wissen*, etc. This part is skillfully done and is a help not usually available in beginner's books.

The book may be recommended to any teacher who dislikes the ordinary lesson-book and who feels equal to the task of supplying his own adequate reading matter. On the question as to whether the instructor can supply readings that will compare favorably with the carefully prepared material of the usual beginner's book will depend the success of the book under examination. The book may be safely recommended for purposes of grammatical review.

In a number of details one may hold a different opinion from that held by the author. I regret that the section on pronunciation employs a simplified form of the international phonetic alphabet. In my opinion there is no justification for this. The teaching of a bilabial sound for German *w* after *sch-*, p. 3, seems unwise. I doubt whether our students will be better able to pronounce *ach* after being told "Compare the *wh* in the English word *what* (hwat) as pronounced by Englishmen." It seems unnecessary in an elementary grammar to go into detail about the dialectal middle and southern German *s*, the north German *pf*, etc. The rule that *s* before *p* and *t* at the beginning of a syllable is pronounced *sch* might better read: at the beginning of a word. The statement, p. 48, that *geben* may have the forms *gibst* and *gibt* should be changed to read that it has those forms. They are not merely optional. *Ant-* in *antworten* is no longer felt as a prefix in present-day German speech-consciousness and therefore needs no special mention, p. 100. There are few misprints. I have noticed the following: p. 63, *Es wäscht sich* for *Er*, etc.; p. 91, *Übersetzen Sei*; p. 127, the commas preceding the direct quotations should be colons; p. 131, par. 149, *Er tat, als hörte er nicht nicht*.

All of these are mere details, however, and do not detract from the considerable value of the book.

ALBERT W. ARON

Oberlin College

Books Received

FRENCH

COMFORT, W. W., *Practical French Composition*. D. C. Heath and Co. 1926. 92 pp.+vocabs.

Thirty lessons with French text, a connected passage in English based upon it for translation into French and idiom lists for purposes of drill. The French texts are written in conversational style and describe traveling experiences in France. The material presented for translation into French is more difficult than is found in most of the intermediate composition texts now available, and seems best suited for use in Sophomore college classes or fourth-year high school, or in exceptionally well prepared classes of lower grade.

DAUDET, ALPHONSE, *Tartarin de Tarascon*. Edited with Notes, Exercises and Vocabulary by LEON P. IRVIN. Henry Holt and Co. 1926. 185 pp.+vocab.

A new edition of an old favorite designed for high school students in the second or third year, or for second year college classes. The Notes are wholly in French and the Exercises include drill in pronunciation, questionnaires, a systematic review of grammar with completion exercises, suggestions for free composition, etc.

DAUDET, ALPHONSE, *Morceaux Choisis*. Edited and annotated by F. W. FREEBORN. Exercises by NOËLIA DUBRULE. Ginn and Co. 1925. 172 pp.+vocab.

A well known edition, first published over thirty years ago, and now provided with direct-method exercises.

DESBEAUX, ÉMILE, *Les trois petits Mousquetaires*. Simplified and edited with Exercises, Questionnaire, Notes and Vocabulary by SUZANNE ROTH. Allyn and Bacon. 1926. 159 pp.+vocab. \$80.

A simple text suitable for early reading in high school classes. The exercises offer a basis for adequate drill in language.

FRANCE, ANATOLE, *Différents Souvenirs de jeunesse* with Introduction, Notes and Glossary by V. F. BOYSON. Oxford University Press, American Branch, New York. 73 pp.+vocab. \$.50.

These selections from *Le Crime de Sylvestre Bonnard*, *Le Livre de mon ami*, *Pierre Nozière* and *Le Petit Pierre* charmingly portray

the mind of a child, and besides, have a rare autobiographical interest.

ESTAUNIÉ, ÉDOUARD, *L'Appel de la route*. Edited with Notes and Program of Work by MARJORIE L. HENRY. Ginn and Co. 1926. 339 pp.

This novel by one of the most distinguished of contemporary French novelists is a welcome addition to our list of texts. It is suitable for use in advanced college classes.

MALOT, HECTOR, *Sans Famille*. Edited with Notes, Direct-Method Exercises and Vocabulary by I. H. B. SPIERS. D. C. Heath and Co. 1925. 187 pp.+vocab.

This well-known edition now appears with exercises consisting of questions for oral review, a systematic grammar review and English sentences for translation into French.

WAXMAN, SAMUEL M., *Antoine and the Théâtre-Libre*. Harvard University Press. Cambridge. 1926. 247 pp. \$3.00.

Few men have contributed more to the development of contemporary French drama than Antoine, and the Théâtre-Libre itself is responsible for many outstanding plays. Professor Waxman was fortunate enough to secure the hearty coöperation of Antoine himself and many of his friends, and his book will be read with interest by all lovers of French drama.

WILLIAMS, EDWIN B., *Technical and Scientific French* edited with Notes and Vocabulary. D. C. Heath and Co. 1926. 331 pp.+vocab.

A Reader for students in Scientific Schools emphasizing recent developments in science, engineering, invention and industry. Care is taken to include in the text the basic vocabulary of the sciences most frequently studied in college.

SPANISH

ÁLVAREZ QUINTERO, SERAFÍN Y JOAQUÍN, *La flor de la vida*. Edited with Direct-Method Exercises, Notes and Vocabulary by FRANK O. REED and JOHN BROOKS. D. C. Heath and Co. 1926. 70 pp.+vocab.

Both from the standpoint of language and content *La flor de la vida* is peculiarly well suited as a reading text in intermediate classes. The exercises have been carefully prepared to furnish drill in oral and written work. The book is introduced by an interesting critical essay from the pen of Professor de Onís.

CERVANTES, MIGUEL DE, *Rinconete y Cortadillo*. Edited with Introduction, Notes and Vocabulary by JOHN THOMAS LISTER. Alfred A. Knopf. New York. 1926. 66 pp.+vocab.

Roguery has never been presented in a more attractive guise than in Monipodio's school for thieves, and advanced students will welcome this edition of *Rinconete and Cortadillo*, one of the most delightful of the "Exemplary Novels."

LOPE DE VEGA, *El castigo del discreto* together with a Study of Conjugal Honor in his Theater by WILLIAM L. FICHTER. Instituto de las Españas. New York. 1925. 280 pp.

A noteworthy edition of one of Lope less well known plays, preceded by an important critical study.

WALSH, GERTRUDE M., *Por España*. Allyn and Bacon. 1926. 144 pp.+vocab. \$1.00.

A handsomely illustrated book giving interesting information regarding Spain and Spanish life. Owing to the simplicity of its language, it may be used as reading material as early as the second semester.

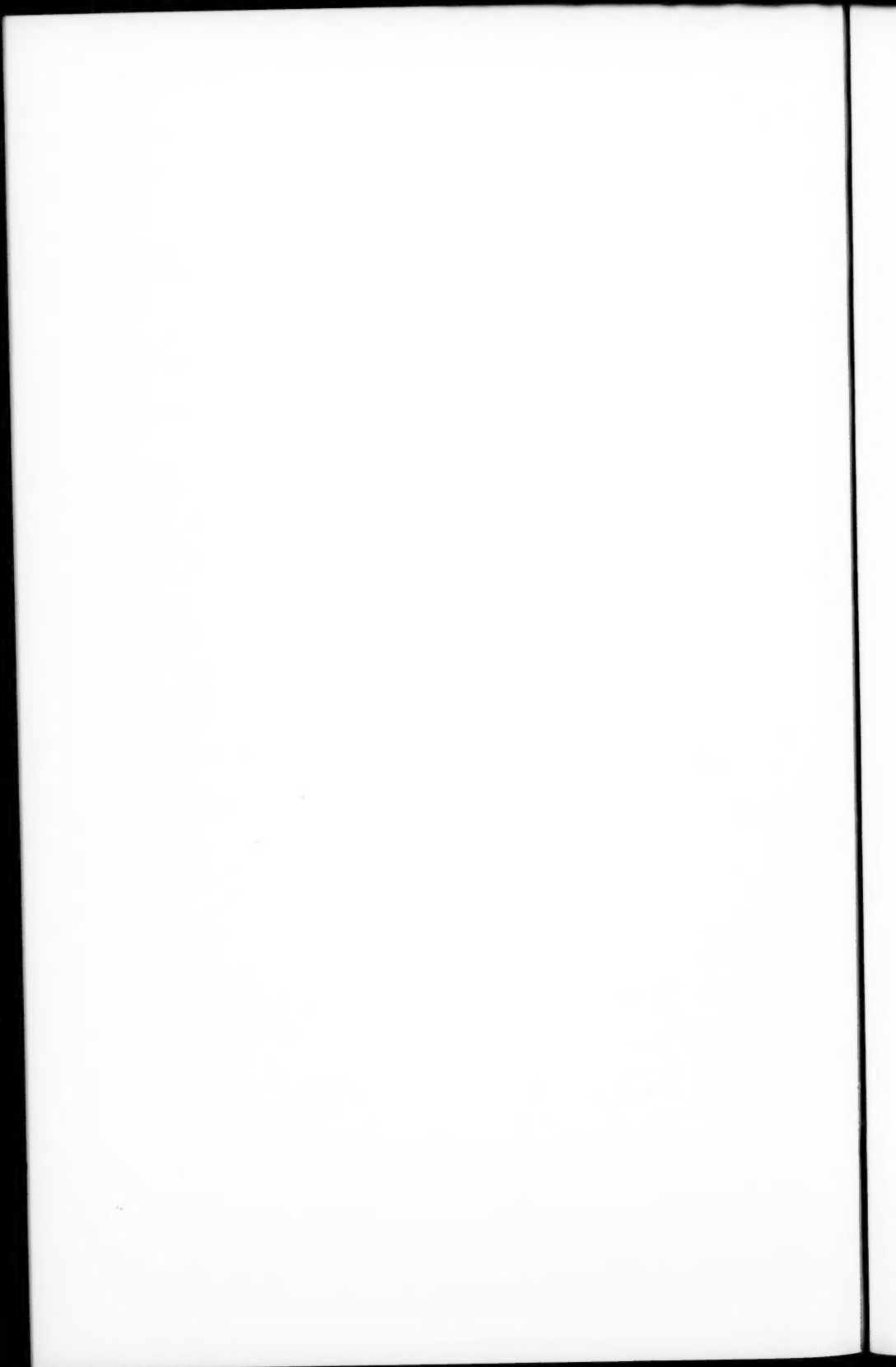
GERMAN

BETZ, FREDERICK, and PRICE, WILLIAM R., *A First German Book*. American Book Co. 1926. 412 pp.+vocab.

A revision of a well known text first published in 1917.

HAUFF, WILHELM, *Die Geschichten vom Kalif Storch und von dem kleinen Muck*. Herausgegeben von G. NOËL-ARMFIELD. Oxford University Press, American Branch, New York. 58 pp.+vocab. \$.70.

Interesting material suitable for early reading, accompanied by exercises for drill in forms and syntax.



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